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OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

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VOLUME XXI

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Volume XXI

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EDITORIAL

THE ROWELL-SIROIS REPORT

A Reply to Dr. Cameron (See Page 4)

IT might be accepted that the complete collapse of the discussions at Ottawa on the Rowell-Sirois Report makes any further treatment of the matter of Federal Aid for Education somewhat academic at the present moment. However, the general problem remains. Neither the recommendations of the Commission nor the collapse of the parley knocks-out the sponsors of "Federal Aid for Education"; nor does it dampen their ardour to make it an issue in Dominion affairs. The comments of the Commission regarding education and the fact that there are some educationists who, like the Commission, seem to admit most of the arguments for Federal Aid and then oppose to these the sanctity of the Constitution (when it was the very intent and purpose of the Dominion Government in appointing the Commission to review changes to be effected in the Constitution for the betterment of Canada) demands that further discussion continue. The logic of this position is not self-evident; nevertheless, a stalemate or passive attitude is possibly the most difficult to meet and this makes more certain the long distance we must journey through the wilderness before Canada can be made nationally conscious of the real significance of the issue. There is the consciousness of a changing, even changed, world yet without any apparent disposition to plan for corresponding educational changes to meet the new situation.

After all, the paramount issue is national unity, or should be: that, of course, was the major consideration of the Dominion Government in appointing the Commission and, in the final analysis, the representations made by teachers and others in this matter deserve consideration only in proportion to the extent they are based on desire to implement that ideal.

* * *

DURING the last few months we have heard from many advocates of Canadian unity, some of whom no doubt felt that if Canadian unity could take the form the Rowell-Sirois Report recommended, they would be able to dispose of certain bonds at a profit. The fact is, however, that this talk of Canadian unity is of little value unless it be based on the premise that Canadians in every part of the Dominion must enjoy adequate and approximately equal advantages in such things as economic security, education, health and other social services, facilities for communication and cultural advantages of various kinds: in other words, the problem of Canadian unity cuts into the roots of Canadian culture.

* * *

AT the present time we may recognize roughly four different culture patterns in Canada:

1. That of the Maritime Provinces steeped in the traditions of the early days on this continent and to some extent influenced by the culture pattern of the New England states;
2. That of the Province of Quebec in which the people both by language and religion differ very markedly from the rest of Canada;
3. That of the Province of Ontario, whose early settlers were mainly Protestant: the United Empire Loyalists, who set the style of rugged individualism for Canada;
4. That of the Western Provinces, in which the people were more adventurous, having left the Provinces of Eastern Canada in search of a better living, and more inclined to try out new ideas, whether they be in the field of economics or politics.

The differences in these culture patterns have in some respects been diminished by the educational systems of the different Provinces, all of which have stressed loyalty to the British institutions and the British Crown. On the other hand, economic inequalities have produced an undertow of dissatisfaction which,

during the last decade, has curtailed considerably the development of a truly national spirit.

* * *

ONE might question whether, with the function of Education distributed over nine Provinces and left to be financed entirely by those nine Provinces, it will ever be possible to produce a truly unified Canadian nation. The experience of the United States in this regard does not suggest that their systems of Education have been able to overcome the cultural differences as between East and West, North and South, and American educators have really given much more thought to this matter than have Canadians. In fact, Canadians have relied largely on British tradition to serve as a unifying cement; but has not this cement been pretty badly cracking during the last decade at least? Whatever may be the outcome of the present struggle between authoritarianism and democracy, there may be one hope of boon accruing from this crisis; one lesson may yet be learned, that eternal Education is the price of Democracy.

* * *

IT seems clear to anyone who views the problem of Canadian unity dispassionately that until minimum standards of economic and social security, education and other important services can be established from one end of the Dominion to the other, there can be no great value in "beating the air" on the subject of Canadian unity. The Rowell-Sirois Report had the chance to lead the way in this line of thought, but unfortunately the makers of the Report considered other matters to be more important.

It is not unreasonable to suggest that the inculcation and development of the spirit of unity of Canadian culture must depend largely upon the quality and elan of the teaching body of the Dominion. As President Roosevelt states:

"No government can create the human touch and self-sacrifice which the individual teacher gives to the process of education. But what government can do is to provide financial support and to protect from interference the freedom to learn."

* * *

THERE is no magic in the Canadian dollar, but surely we have the right to claim that the salaries paid, throughout rural Canada at least, are not such as to attract to and maintain in the teaching profession people of sufficient calibre and enthusiasm to make a life-work of teaching, carrying forward with joy, in season and out of season, this developing of Canadian unity and Canadian culture. A disgruntled, impoverished teaching profession permeated with a sense of grievance, most members looking forward to the time (the sooner the better for them) when they may leave teaching, should not reasonably be expected to shoulder this load of responsibility. If they had been motivated solely by a desire and intention to tender quality and quantity of service commensurate with their financial rewards, a sad situation would confront the nation today. All honor to them however, in that idealism has permeated their course of action alto-

gether beyond what could reasonably be expected, having regard to their exigencies.

* * *

AGAIN and again distinguished statesmen and philosophers address teachers in words like this: "There is no work as important as yours; if you fail nothing else in the community can hope to succeed." Surely these orators cannot all be drunk. Yet this is what happens: In Great Britain, Eire, South Africa, Australia and New Zealand there is a fairly close agreement as to the initial value of a teacher's service, and the average initial salary of women rural teachers is about \$770.00 per year (with statutory increments to follow). In 1938 Canada was employing some 29,000 teachers at less than this minimum. Over 8,000 were paid less than \$400. Over 19,000 were paid less than \$600. Of the 44,784 women teachers on whom statistics may be compiled from available information, some 23 per cent or over 10,000 are paid less than the mean minimum set by provincial statutes across Canada to keep inexperienced working girls from going wrong. These most important workers in the community are paid such menial wages that, in many cases throughout recent years, they have subsisted miserably by means of hand-outs from relatives. It is to be regretted that Professor Cameron threw into the discussion the phrase "unnecessary glandular secretions". It seems to place him where he does not really belong—among the Philistines who are satisfied with Canadian rural education as it is and yet content to utter platitudinous "blah" at teachers' conventions.

* * *

DR. Cameron suggests that the Rowell-Sirois Commission "have gone as far in the direction of satisfying these demands (of the Canadian Teachers' Federation) as they could with any show of reason; further indeed than many students of Dominion-Provincial relations ever imagined that the Commission would find possible". Yet, after scanning Dr. Cameron's article again and again, we cannot but feel that it is a case of his allowing the wish to be father to the thought. The Brief submitted by the C.T.F. Research Committee for consideration at the now defunct Inter-provincial Conference on the Report constitutes an effective reply to Dr. Cameron's statement. It proves

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without any question, and gives figures to support, that the recommendations of the Commission it adopted would not and could not provide for any adequate expansion of Canadian educational service, and that it does not satisfy any hope of raising Canadian education to the average level of this continent; and furthermore, that it did not begin to approach the ideal of equal educational opportunity for Canadian children.

* * *

THE validity of the case by Dr. Cameron: "summed up in one word—inequality" is not in dispute. Dr. Cameron argues that the Report provides adequately for educational service in Canada to be up to the Canadian average. This, of course, begs the whole question. All the briefs submitted by those favoring Federal Aid attempted to establish that the present Canadian average is the very thing it is most urgently necessary to raise. It would be the purpose of Federal Aid to do this very thing, and to do it without any province being under the necessity of declining to the level of this blessed and sacred average the Report sets up as the Canadian level. Again with regard to the problem of control and the difficulty of a formula for effecting a just dispersion of the funds amongst the several provinces, his position seems to be pretty weak when once it is admitted it is important that the thing should be done. We do not share Dr. Cameron's fear that a formula for true equalization grants could not be made simple enough to expound to legislators. If the U.S. experts prefer to steer a course through higher mathematics, we don't perforce follow them. Since the raising of our children constitutes the first claim upon our life's effort, the very simple formula:

Net production (3-yr. average) = Index of Provincial Ability
Average Daily Attendance to Educate a Child.

would make a logical starting point: in fact, the more we look at it the better we like it. The more efficiently the province runs its schools and the more successfully it keeps its adolescents from the casual labor market, the greater becomes the average daily attendance; and the lower falls the index; and the greater becomes the Federal Aid. If experience should prove this to be too crude a measure, we could refine it as needed. The bogey of extreme complexity can be as logically set up as an obstacle to provincial subsidies, to unemployment relief, to maintenance of police, or to federal tariffs: but it never was.

* * *

AS to the "strange doctrine" for support of which Dr. Cameron raps the Federal Aidists in their submission that Canada depends altogether too much on education money that is "direct and visible", his position might be sound enough if all important government activities in Canada depended on taxes that are "direct and visible". The fact is that almost every public activity in Canada that is considered really important is financed from indirect and invisible forms of taxation. The "strange doctrine" is applied in financing army, navy, post office, R. C. M. P., subsidies, unemployment relief, etc.—yes, even universities are in largest part financed from provincial consolidated funds. Why should the education of Canadian boys and girls be singled out for special and discriminatory treat-

ment in this regard? Nobody would dream of subjecting the salary of all people employed in national services—the judges on the bench, the civil servants, the letter carriers, the police, the clerks on the C.N.R., members of legislatures, M.P.'s and hosts of other public servants that might be mentioned—to the caprice or the temporary impoverishment of the people among whom they happen to work. The results would be chaotic. But when it comes to teachers . . . that is different: chaos and inadequacy in education doesn't seem to matter much. And so in 1938:

Teachers of One-Room Rural Schools in Canada, 1938

	Number	Median Salary
Prince Edward Island	411	\$445
Nova Scotia	1416	493
New Brunswick	1429	443
Quebec	Not available	
Ontario	5284	654
Manitoba	1441	527
Saskatchewan	4255	499
Alberta	2801	779
British Columbia	591	807

* * *

If we were resolved that the babies of 1938 should not be mulcted the costs of the war through starved inadequate education, we would certainly adhere to the status quo and reject Plan I. Here is what we see in this Plan:

Provincial Sources of Revenue:

	Under Status Quo	Under Plan I
Provincial Subsidy	Calculable	None
Income Tax	Controllable as to rate	None
Corporation Tax	Controllable as to rate	None
Succession Duties	Controllable as to rate	None
Motor Licenses Liquor Profits Amusement Tax and other sources not involved in Rowell-Sirois Recommendations	Reasonably predictable and controllable	Reasonably predictable and controllable
National Adjustment Grant	None	Not calculable or predictable; largely subject to pressure of Dominion War Finance.
Emergency Grant	None	

Space does not permit any detailed analysis of the Plan, but it seems to many who have studied the Report, that for Canadian education it offers "a pig in a poke".

* * *

WE who are working in the field of child education get very sick of arguing interminably in terms of dollars, but in the nature of things we cannot talk in terms of actual child experience ranging from P. E. I. to Prince Rupert, since one is too busy to go there, and no one else takes the trouble. However, the Dollar is still an objective sort of thing with (normally) a steady value in relation to adequacy.

Discipline Committee Hearings

It is with a degree of humiliation that we record (giving no names of the parties involved) that the Discipline Committee was busy for two days at the end of December investigating cases of teachers who were charged by school boards with going back on their contractual obligations after accepting positions during the midsummer vacation.

The proviso to Section No. 156 of *The School Act* (whereby both school board and teacher are obligated to enter into a formal contract when the teacher has replied accepting the position after the school board has given notification in writing of the appointment) was inserted in *The School Act* at the request of the A.T.A. for the protection of teachers. Of course, there had been cases of school boards letting teachers down; but now we find certain teachers themselves are not at all appreciative of their legal and moral obligations to school boards. Teachers cannot have things both going and coming. If they want protection from school boards who go back on their obligations, they must recognize that school boards must be treated just as fairly by the teachers as we expect and require school boards to treat teachers.

There were six teachers brought before the Discipline Committee but in two cases the feeling of the Committee was sympathetic towards the teachers and it did not blame them for the technical breach of Section No. 156 of the Act. No penalty was inflicted in these cases and in one the travelling expenses of the teacher to attend the hearing in Edmonton were refunded to the teacher. In four other cases there was a glaring disregard of true professional spirit; one teacher was assessed \$50.00 and suspended from membership for a period of one month, and in the other three cases the teachers were assessed amounts ranging from \$10.00 to \$25.00 towards the costs of the hearing. And, of course, these teachers were out also the expenses of attending the inquiry.

The Executive makes a departure from the established policy of not publishing reports of the activities of the Discipline Committee. They have come to the conclusion that a little publicity in this regard may lead that small proportion of teachers who may be disposed to regard contractual and moral obligations flippantly or casually to realize that not only do they lower the prestige of the teaching profession, but they can be and will be brought to account by the Association, the body held responsible by the government and the public to see to it that the members of the teaching profession in Alberta shall conduct themselves with honor and dignity.

Education and the Rowell-Sirois Report

M. A. CAMERON, University of British Columbia

Reprinted from *The School*

The Canadian Teachers' Federation has, in its official bulletin¹, taken the position that the recommendations of the Royal Commission on Dominion-Provincial Relations cannot be accepted as satisfactory to it. This article will attempt to justify the opinion that the recommendations, far from slighting the legitimate demands of education, have gone as far in the direction of satisfying these demands as they could with any show of reason, farther indeed than many students of Dominion-Provincial relations ever imagined that the commission would find possible.

The Case for Federal Aid to Education

It is necessary to set forth only briefly the case for federal aid to education. It can be summed up in one word—**equality**. Table I shows that in 1937 three provinces spent over twelve dollars per capita on education, two provinces spent about half of this, and the other four spent amounts about half way between these extremes. Moreover, no close correspondence between provincial income (ability) and provincial expenditure (effort) appears. It is difficult to reconcile these inequalities with the twin principles, which most educators consider valid, that education is a matter of national importance and that something like equality of opportunity in education should be available to all Canadian children.

This case was presented to the Commission in a brief which, according to Miller² "stood out by itself . . . in its analysis of the basic factors involved, its recognition of inescapable limitations and the sanity and practicability of its constructive suggestions."

The validity of the case is not in dispute.

The Case Against Federal Grants for Education

Now let us examine some of the barriers in the way of federal subsidies specifically for education.

We must first take account of the belief of many that federal support would lead to federal control. Whatever grounds there are for this belief—and present-day thinking on the subject of grants inclines to the view that the control element could safely be small—we must recognize, however reluctantly, that it is so widespread as almost of itself to make educational subsidies impracticable for some time to come.

TABLE I*

	Per capita expenditure on education (1937)	Percentage of provincial income (1937)
Prince Edward Island . . .	5.90	3.1
Nova Scotia	7.78	2.7
New Brunswick	6.08	2.5
Quebec	7.24	2.4
Ontario	12.01	2.8
Manitoba	9.63	2.7
Saskatchewan	8.72	4.2
Alberta	12.14	3.9
British Columbia	12.47	2.9

*Adapted from Table 81 of the Report of the Royal Commission on Dominion-Provincial Relations, Vol. I, p. 206.

The related problems of the constitutionality of federal subsidies for education, the devising of a suitable formula and the determination of the amount of money to be distributed, present further, and it may be insuperable, difficulties. If subsidies were to be apportioned merely on a **per capita** basis, any significant equalization would be quite impossible unless the amount distributed were quite large, approaching, say, thirty million dollars a year. If, on the other hand, the subsidies were apportioned on a true equalization basis, giving more to the poor than to the wealthy provinces, the sum required would be much smaller, perhaps of the order of ten million dollars a year. Researches in the United States have demonstrated that a formula appropriate to the purpose can be devised, but that this for-

¹As published in the organs of the various teachers' federations in Canada.

²J. C. Miller, "National Government and Education in Canada", Lancaster, Pa., The Science Press, 1940, p. 412.

mula must be exceedingly complex, beyond the easy comprehension of most legislators. Its adoption, therefore, would necessitate a willingness to rely upon the judgment of educational experts to a much greater extent than has hitherto been in evidence.

Moreover, there is some possibility that federal grants for education are unconstitutional. After all, *The B.N.A. Act* does provide that "In and for each Province, the Legislature may exclusively make laws in relation to Education . . ." True, the Dominion Government has in the past given grants to agricultural and technical education, but to these grants, which were apportioned on a population basis, no province objected. And a change in the constitution itself, at least as regards education, would win approval only if there were no considerable degree of objection.

Such difficulties as these make federal grants specifically for education unlikely. Such grants are not impossible, but they are nearly so. The writer admits that while he has long been convinced of their desirability, and has, indeed, advocated them on occasion, he has not been optimistic that the Commission would recommend them, or that the recommendations, if made, would be implemented.

Recommendations of the Royal Commission

The Royal Commission has undertaken to suggest a readjustment in the financial responsibilities of the governments of Canada which, it maintains, will allow all the provinces to discharge their educational responsibilities more easily, and will be especially beneficial in this respect to the poor provinces. In few words, the change proposed by Plan I of the Commission's recommendations aims at attaining indirectly educational equalization which is impossible or difficult to effect directly.

The plan, shorn of technical details, is simple. The Dominion Government is to assume the debts of the provincial governments and all the relief of unemployables, thus relieving the provinces of great, dead-weight burdens. The provinces are asked to relinquish their present subsidies and to withdraw from the fields of the succession duties and income taxes, both personal and corporate, leaving these to the Dominion Government.

After the field has thus been cleared, the Dominion Government is to make it possible for each province to provide education and social services up to the average Canadian standard by imposing taxes of no greater severity than the average Canadian standard. This the Dominion Government is to do by giving to the provinces, where necessary, National Adjustment Grants. In calculating the amount of these grants, both provincial and municipal taxes are to be taken into account. In the first instance, all the provinces except three will require National Adjustment Grants. In addition, any province may, in exceptional circumstances, apply for a temporary Emergency Grant. It should be noted that to the

National Adjustment Grants no shred of control is to be attached. Whether the province shall extend its services or lower its rates of taxation is for the government of that province alone to decide.

These, in brief, are the Commission's main recommendations. It is not the function of this paper to plead for or against their acceptance. That question must be settled on many grounds, of which educational expediency is only one. Suffice it to say that, in its educational proposals, the Commission could hardly go farther. If its proposals were accepted, there would be no financial reason for any province providing educational services lower than the Canadian average.

Objections to the Recommendations

The report has come in for a good deal of criticism by those teachers who think it does not go far enough, but it must be clear by now that, in the writer's opinion, most of this criticism is not justified. For instance, in its chapter on education, the Report says (Vol. II, p. 51) that "Representations . . . should be made to the individual province concerned, which alone has jurisdiction over matters of education." This sentence has been assailed as an illogical invocation of the inviolability of *The B.N.A. Act*. However, the sentence quoted refers to denominational schools, and surely, as far as these schools are concerned, the Act is inviolable.

Again the Report, in explaining its reasons for not recommending grants specifically for education, says (Vol. II, p. 51), ". . . it seems to us best that education, like every other form of welfare service in a democratic community, should have to fight for its life . . ." The phrase, "fight for its life," has turned out to be an unfortunate one, stimulating unnecessary glandular secretions. The passage, however, was meant only to express the very real truth that every activity of a democratic government must depend for its support upon public conviction of its value.

Others contend that "education will remain impoverished and down-at-heel in large areas in Canada so long as it depends upon direct visible taxation."³ This statement seems to boil down to the proposition that our people will support schools adequately only if they cannot see that they are doing so, which is a strange doctrine.

Criticism of the suggestion of the Commission that Federal grants might well be given to universities is probably on safer ground. This suggestion is a very minor blemish on an otherwise excellent report.

To summarize, Plan I of the Rowell-Sirois Commission represents the maximum which can be expected in the way of Federal aid to education. If it fails of acceptance by the provinces, it will not be because it offers too little in the way of effective educational equalization.

³"The Bulletin" of the Ontario Secondary School Teachers' Federation, October, 1940, p. 264.

NEW REGULATIONS RECENTLY COMPILED BY THE BOARD OF ADMINISTRATORS, TEACHERS' RETIREMENT FUND AND APPROVED BY THE LIEUTENANT-GOVERNOR-IN-COUNCIL.

(1) By-law No. 10 amended by the substitution of the word "shall" for the word "may". (As indicated in blackface type below):

10. The Board may from time to time require any board of trustees of any school district or school division in the Province of Alberta to furnish in the form prescribed by the Board such information as may be deemed necessary by the Board respecting the date of commencement or termination of engagement of any teacher employed by them, salary from time to time paid him, moneys retained from such teacher's salary as contributions to the Fund: and such board of trustees shall pay over to the Board such moneys at such times as may be required.

(2) The following added as By-law No. 11:

11. "Upon the retirement from service of a contributor who has reached the age of sixty-five years but who has not served as teacher in Alberta for a sufficient number of years to qualify him for a pension, the Board may refund to such contributor the amount of any monies standing to his credit."

ASSIGNMENT TO EDUCATION

On October 4th the Congress of the United States again called the schools of America to national defense service. Congress asks our schools to train in eight months for defense industries more than 700,000 workers. This is a big order. But I know that American educators and school boards will loyally carry out their assignment.

JOHN W. STUDEBAKER,
U. S. Commissioner of Education.

Democracy must constantly renew itself and appraise itself anew; the most important agency for this renewal and appraisal is the school.

—I. L. Kandel in *World Education*.

Workshops in Education

FRANCIS CHASE ROSECRANCE, Ph.D.

WORKSHOPS began in Columbus, Ohio in 1936; Bronxville, New York in 1937; and in Bronxville, Denver, and Oakland, California in 1938. In certain notable particulars these summer workshops differed from conventional summer sessions. There were no formal classes or lecture courses. The needs of the individual student, school, and community determined the program, and a staff of consultants fresh from contact with new developments in evaluation, curriculum, guidance, and the study of adolescence were on hand to serve as needed. These centers were workshops in a very real sense—places where teachers and other educational workers actively concerned with a new curriculum and a better basic education for youth could work directly at their problems with the stimulating help of staff members.

In 1939 through a grant of the General Education Board ten universities were selected to extend this experiment in the professional education of teachers. This number was increased slightly in the summer of 1940 and by that time the fields of elementary, higher, and teacher education had been included, in addition to the secondary field in which the movement originally started. For all of these workshops a requirement for admission was that the individual have some definite problem on which he was working by himself or as a member of a school group. One of the values of this approach was that it forced the student to clarify his purposes before he set out to achieve them. This represented an essential change in student and staff attitudes. Invariably, however, beginning where the student was in his thinking resulted in a fan-wise reach and thrust toward other problems related to it. The methods used were consultation, conference, and small group discussion. As with all such innovations there is danger that the name but not the spirit of the workshop will be maintained in our educational practice. Now that the term "workshop" has become rather popular, this article has been prepared to inform people about what it really is, and thus safeguard those values which have made it a most satisfying experience for several thousand teachers and administrators who have participated in it during the past five years.

Workshop Life

Attending a workshop is not like going to an ordinary summer school. One is not expected to sit around waiting for someone to tell one what to do; nor to wait until some "big name" lecturer comes along and gives you "a shot in the arm" which makes you want to gallop off in all directions at once. In the workshop you learn the hard way, the sound way, the lasting way. You say to yourself, "Just what is it that I want to accomplish? Do I wish primarily to clarify my thinking, make plans for my work, prepare materials, or what? How might I best get to work on whatever I want to do? What angles are there to it? How shall I get started? How much should I work alone; how much with others?" The workshop is no place for a person who does not want to be a self-starter or for one who cannot go ahead under his own steam.

It is sometimes difficult for newcomers to the workshop to get over the attitude of wanting to work for an instructor, to do something because it might appear to please him. What a sad commentary on the state of education when a minor aim becomes more important than real purposes which affect the growth and development of boys and girls! It is not easy to get over such an ingrained attitude, but if real problems are to be solved, it must be done. Staff members

have no program to put over, no assignments to prescribe, no series of lectures to present. Instead they constantly ask individuals and groups, "What is it you wish to accomplish?" "What can I do to help you?" The activities of the staff run more in these channels: (1) holding conferences with teachers on individual interests and problems, (2) acting as resource leaders in group meetings in which common problems are being discussed, (3) giving aid to individuals and groups in planning programmes for the solution of problems, (4) helping individuals and groups to discover resources and to see possibilities that might otherwise be missed. Before the workshop has been open many days one or more staff members become one's adviser for the summer; each has voice in choosing.

The workshop schedule is sometimes confusing to the neophyte. Frequently it changes from day to day. There are no courses. Groups are organized on the initiative of students and staff because they are working on similar problems. No group meets more frequently than seems indicated by the kinds of tasks which it has undertaken; this is a process that is almost the exact reverse of what happens with the pre-determined groups so common in summer schools. The daily schedule is kept flexible so that the needs of the group may be met without ringing of bells or termination of concentrated work periods.

The bulletin of one workshop contained the following answer to the question: "What work am I expected to do?"

"You are expected to make a contribution to educational progress, especially your own progress. . . . Your work should help yourself and others in dealing with educational problems with which we are now confronted in our schools, and the chances are that it should be worked out co-operatively with other teachers—preferably with teachers from different schools and different fields of study. . . . In some way, however, you must make clear to others what your contribution—or your group contribution—is, so that others may benefit from it also. No one should measure his success by the number of pages he has written, but on the other hand some form of expression of your contribution is helpful in nailing down the results of your efforts."

Attending a workshop means the opportunity to participate in a balanced programme involving not only professional activities but recreational and social activities as well. New workshopers often fail to see the significance of the latter. Through coming to know other members and staff leaders in social situations they are better able to explore and solve their professional problems with them. Singing and general jollity around the luncheon table, camp fire, or on the beach contribute to the ability to communicate with one another, give a feeling of release, confidence and security, which is important to personal as well as to professional life.

What Does a Workshop Mean?

So many institutions are using the term "workshop" that there is some danger that its programme may be diluted into a meaningless transformation of more or less traditional teacher-education programme. All of the emphases which follow are a part of the workshop; some may appeal more to you than others.

To some the workshop means a chance to work on some interest or problem that is important, uninterrupted by the usual summer school routine of classes and scheduled lectures. It provides the opportunity for teachers, supervisors, administrators, and other educational workers to study problems which are related to their local school needs.

To some the workshop means the stimulation of small group discussions, the opportunity for long individual con-

ferences with competent staff members, the chance to think and plan. Summer school classes are often so large that instructors have insufficient time for the problems which each teacher brings.

To some the workshop means balanced living and learning through the interplay of professional, recreational, and social contacts, the opportunity to know people as human beings, to be themselves, to find pleasure in education.

To some the workshop means the opportunity of getting at the relatedness of all learning; specific problems are studied but always in the context of the total educational picture. Efforts are made to help each student to see his problem in relation to the whole child, the total school program, and the whole community.

To some the workshop means the opportunity to experience first hand educational principles which have often been preached to teachers, but too seldom practiced with them. It means the application to teacher training of the experience curriculum with its emphasis on teacher guidance and teacher-pupil initiating, planning, executing, and evaluating of professional activities. In workshops students and staff members are one. Students and staff together create the life and the programme of the summer. They seek conferences with each other. Students organize discussion groups in which the staff is asked to participate. Weekly programmes are outlined by students, and even daily revisions are common and acceptable. The workshop is an opportunity in which all share democratically; it is a way of learning and living together.

To some it means the opportunity to observe and experience co-operative teaching by several staff members who function as a group in helping students plan and work out a series of integrated activities. It is often a new experience to see staff members disagree openly about some professional problem in the friendliest fashion, to appreciate the new insights that come from differing points of view, to realize that students and staff learn from one another.

To some the workshop means a more flexible program but at the same time more intensive than the traditional summer school. There are no courses centered upon problems quite remote from those faced daily, no set-in-advance subjects to study, no inevitable lecture to absorb. Informality and flexibility are the tools, but driving, personal purposes cause such intensive and meaningful thinking and studying as is rarely found in university summer schools.

To some the workshop is the opportunity to study the means by which child development and social living may be improved through the use of creative arts as well as through books. It affords an opportunity both to discover other media of communication besides words and symbols, and to obtain the release which comes from creative activity. It means the opportunity to have direct learning experiences through activities in the art studios, science laboratories, in the library, and in the community.

To some it means easy access to various facilities—art studios, library, science and curriculum laboratories, and child study materials and to people for concentrated work on problems to which attention cannot be given during the regular school year because of immediate teaching or administrative responsibilities.

To some it means the opportunity to begin or to continue to work with a faculty committee or group from a given school or a school system on specific local problems which are brought to the workshop.

To some it means freedom from "busy work" and freedom to confer, to discuss, to read and study with interested, cultured and busy people who challenge, inspire, and share with each other.

All of these things workshops have meant to staff and students who have participated in them in the past. All good workshops provide these opportunities; which will mean the most to you depends on you.

In summary Heaton, Camp, and Diederich list the following essential characteristics of a workshop:

- I. The student brings a specific interest or problem which has arisen out of his experience as a teacher and is afforded an opportunity to make an intensive study of the interest or problem.
- II. The student shares in the planning of a programme of individual and group activities designed to meet his needs and those of his fellow students.
- III. The student is provided with easy access to the services of various staff members representing a variety of kinds of assistance.
- IV. Formal and informal association with other students of varied backgrounds contributes to the student's thinking on his specific problem, broadens his general professional orientation, and provides opportunity for experiences in co-operative activities.
- V. An effort is made to interest the student in the whole child, the whole school, and the whole community.
- VI. The student's total experience as he studies a specific interest or problem tends to prepare him for the solution of other professional problems in the future.
- VII. Since workshops have been concerned not only with the professional problems of the teacher but with his life as an individual, efforts have been made to afford the student opportunities for balanced living.¹

Who Should Attend Workshops?

The answer to the question "Who should attend workshops" may first be approached negatively. The workshop is not intended for those who are just getting an orientation into teaching; students should already have had some contact with children and youth. It is not intended either for those unable to carry on independent work, who do not have interests or problems, who do not know how to find materials, work with a group, or get help from staff members. Nor are workshops to be regarded as places where missionary work must be done with relatively backward members of a school staff—they are not for people who are sent "because they need it". Furthermore, the summer workshop is not the place for the person whose primary concern is scholarly research without reference to its social significance.

In general those who can benefit particularly from the workshop experience are teachers, administrators, supervisors, counselors, and other educational workers (a) who are already conscious of the need for doing a better job involving the continuous reconstruction of educational materials and methods and therefore, do not need to be converted to this necessity; (b) those who have already identified certain aspects of their work needing development or improvement; and (c) those who have such personal qualities as reasonable intelligence, industry (for while there is plenty of recreation there is, also, a great deal of very hard work), and the ability to co-operate with others. In general, experienced teachers who sense the need for studying some of their problems and who have some tentative plans for their work will profit most from the workshops.

More specifically, workshops are for those who like to work in certain ways: for those who desire considerable latitude and freedom, for those who like informality with full opportunity for each individual to work under conditions which will be of greatest benefit to him, for those who desire independent study and research with the privilege of consulting several competent staff members, for those who desire to work together in groups upon problems of common interest with the help and guidance of resource leaders and

1. Heaton, Kenneth L., Camp, William G. and Diederich, Paul B.: *Professional Education for Experienced Teachers in the Summer Workshop Program*, Chicago: University of Chicago Press, 1940.

specialists, for those who desire the experience of sharing in a democratically conducted educational process.

Some notion of who should attend workshops may be gleaned from the kind of problems which have been brought for study. Some workshopers desired to reconsider their own educational philosophy and obtain some assistance in defining their educational objectives. Others wished to clarify their understanding of child growth and development, to familiarize themselves with the findings of research, and to study their implications for classroom teaching. Some attended with the purpose of working on the general problem of evaluation or to develop specific instruments of evaluation; others to develop a basic plan for the reorganization of the total curriculum of their school or specific curriculum plans, courses of study, source units, materials, and other aids needed in classroom teaching or administrative work. Workshops have been found to be good places for those who desired to study the techniques of guidance in all its aspects—personal, social, and vocational; for those who desired to build a better school environment for boys and girls; for those who wished to become better acquainted with the life and culture of communities; for those who felt the necessity of giving careful consideration to contemporary local, state, national, and world problems and developments as important factors in educational planning.

Individual teachers and administrators are often dissatisfied with certain phases of their work. Such unsatisfactory situations may be defined as problems and brought to the workshop for intensive analysis. Obviously they are myriad in number; only a few can be listed here. How does one "teach children" instead of teaching reading, writing, arithmetic, or other subject matter? How does a teacher take the pupil into partnership in the teaching-learning process? How may I make evaluation and guidance an integral part of my teaching? How does one teach a core or general education class successfully? How may my subject field best contribute to general education? How may administration best promote a progressive education program? What should the school do to help young people make satisfactory vocational adjustments? How may I get experiences which I am going to need as a teacher in a modern educational program? What are the best types of recent reading materials for pupil use in library, home, and classroom learning? How can I use audio-visual aids, such as motion pictures, broadcasts, transcriptions, still films, and models in my work with children? How can we in our school improve democratic techniques of living and working together? Language arts, social studies, science, mathematics, fine arts, commercial and vocational education, home arts, safety education, health education as well as administrative considerations are all affected by questions proposed for study in a workshop. Whether the foregoing has helped you to decide whether such an experience is worthwhile for you is not known, but the following quotation indicates what one man felt he secured from his workshop experience:

"Active interchange of ideas with others; an atmosphere where real concentration was possible; freedom from pressure of college requirements, schedules, fixed hours, marks and grades; an adult point of view on the part of members of the workshop group; genuine consideration of personality by the staff; contacts with trained personnel who had had realistic experience with materials needed every day in education; renewed faith in the educational process, courage bolstered up, new enthusiasms secured; rest and recuperation; a group of people practicing what they preach and finding it good; ideal physical environment, beautiful buildings, good food, congenial people; in general, an experience that is one of the most glorious of a lifetime."

Finally, who should attend a workshop may be determined from the criteria which have been set up for admission. Since workshops are expensive and in many in-

stitutions the enrollment must be limited, admission is usually by application. The following three criteria are the most common ones used in determining who should be accepted: (1) Does the applicant have a specific interest or problem and desire to make it the center of study for the summer? (2) Will the applicant have an opportunity to put the plans developed during the summer into practice? (3) Does the applicant have the opportunity to undertake the responsibility of leadership in his own school or school system?

How to Choose a Workshop

Obviously no exact criteria can be set down for the selection of a workshop. It would seem appropriate, however, to indicate a few of the things that a prospective participant should consider before enrolling in an enterprise which may be called a "workshop" but still be lacking in those essentials which seem to have been characteristic of the best workshop programs.

Questions of importance are: Is the workshop program to be built around the real problems, situations, or interests of the various students enrolled? Will the student share democratically with the staff in the planning of a program of individual and group activities designed to meet his needs and those of his fellow students? Already signs of too much staff domination in established workshops are becoming evident. Are "courses" including the use of set-in-advance syllabi, lectures, formal examinations, etc., offered as a part of the workshop program? In some institutions it is necessary for students to register for certain courses to meet degree or certification requirements, but these are not courses in the traditional sense. They become integral phases of the total workshop program. If it seems clear that the "workshop" is just another course, the student must understand that in enrolling in it, he is not sharing the experiences of students in real workshops. In general it has been found that taking or auditing regular summer session courses creates many problems in the workshop, and only in exceptional cases should prospective entrants enroll in them. Is, therefore, the workshop under consideration a full summer's programme? Does the workshop staff seem to have not only the necessary competence and experience, but is it well-rounded? Does it represent adequately the crucial areas in education? Is the workshop designed for some special group of workers or to be centered around some special area of interest? Does the staff contain one or more members who can be of assistance to you in working out your problem? (This does not necessarily imply a specialist in the field in which you are teaching). Does the workshop staff propose to engage in co-operative teaching? If it does not, the workshop experience may mean little more to you than "another seminar" with a single instructor in charge. Will there be opportunity for workshop members to observe and work with children in connection with a laboratory school or in some other setting? Are opportunities provided for participants to express themselves other than through words—through art, music, finger painting, clay modeling, basketry, diorama making, puppetry, weaving, figure drawing, block printing, mask making, metal work, soap carving, plaque making, wood craft, etc.? It is not essential that each of the activities mentioned be provided, but if no opportunity is available for work in the creative arts, a workshop will be lacking in a most important experience. Has provision been made so that workshop students may live together, and if not, so that they may eat together at least once a day? What indications are there that effort will be made to enrich personal living through both the enrichment of experience and the integration of social and professional activities? While other considerations, such as location, cost, climate, etc., will enter into the choice of a summer workshop, none of those mentioned above should be

overlooked if a prospective entrant desires to have the most satisfying summer workshop experience.

The Workshop Advisory Service has received information relating to the points mentioned above from a number of co-operating institutions which will conduct workshops during the summer of 1941. A mimeographed bulletin about their programs is being prepared and can be secured by writing to the executive secretary of the service, Dr. Kenneth L. Heaton, Education Building, Northwestern University, Evanston, Illinois enclosing twenty-five cents to cover the cost of mimeographing and mailing. The purpose of this bulletin is to provide information on the basis of which interested persons may choose a workshop rather than to recommend attendance at particular institutions. Persons interested in a more detailed discussion of workshop theory and practice including an evaluation of results up to 1940 should read **Professional Education for Experienced Teachers: The Program of the Summer Workshop**, University of Chicago Press, to which reference has previously been made. The Workshop Advisory Service will be glad to answer questions by correspondence if persons care to send them to the address given above.

* * *

ILLUSTRATIONS USED BY DR. ROSECRANCE IN HIS ADDRESS GIVEN IN THE MACDOUGALL CHURCH, EDMONTON, OCTOBER, 1940.

In the Medical Field.

Thirty years ago in tropical areas 4 out of 5 who were stricken with yellow fever died. In 1899 Walter Reed was sent to Havana and after a period of intensive study and experimentation the evidence against the mosquito was established. Now yellow fever is one of the diseases stricken off the dread list. Morton and his anaesthetics, which made possible painless surgery, Banting and insulin, Raux and his diphtheria serum all have contributed greatly to medical advances with the result that in several diseases the death rates have been lowered from 30 to 90 per cent and the average span of life has been lengthened fifteen years.

In the Mechanical Field.

In 1904, 1,292 man hours were required to build an automobile; in 1934 less than 92 were required. A miller of ancient Rome or Athens produced 1 to 1½ barrels of flour a day. A modern mill produced 30,000 barrels per man a day. In 1900 it required 70 man hours to produce a ton of steel; today it requires less than 15. In 1830 an employee of the U. S. Patent Office resigned giving as his reason that practically everything of importance had been invented. There have been more inventions since 1830 than in the 500 years preceding that date.

At about the same time when Michael Faraday was experimenting quietly and paving the way for our present electrical age, a notable Frenchman by the name of Huay wrote that there was nothing further to be discovered about electricity. But still research goes on. Upwards of \$200,000,000 a year are spent for mechanical research. The American Telephone and Telegraph Company alone spends \$12,000,000. General Motors, General Electric, and Westinghouse have annual budgets for research running into the millions.

In the field of Human relations, no such progress can be noted.

The annual cost of crime in the U. S. is from 10 to 13 million dollars a year or 5 or 6 times the total cost of public education.

The number committed to prison is double the number dying from heart disease and four times the number dying from cancer.

Murders cause more deaths than scarlet fever and typhoid combined.

Mental cases have quadrupled since 1890.

There are twice as many divorces as 30 years ago.

Is it true that wars between peoples must occur every 25 years?

Certainly intelligent minds will not proceed on the assumption that these evils must be permanent. Yet one who dares to suggest improvements in human relations is likely to be called a radical.

It is in this field that education and religion must serve.

* * *

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SOME RECENT BOOKS RELATING TO GUIDANCE

- Anderson, H. Dewey and Davidson, Percy E.—**Occupational Trends in the United States**, Stanford University Press, 1940.
- Bell, Howard M.—**Matching Youth and Jobs**, American Council on Education, 1940.
- Bell, Howard M.—**Youth Tell Their Story**, American Council on Education, 1938.
- Cox, Philip W. L. and Duff, John C.—**Guidance by the Classroom Teacher**, Prentice-Hall, 1938.
- Elliott, Harrison S. and Elliott, Grace L.—**Solving Personal Problems**, Henry Holt and Company, 1936.
- Hamrin, Shirley A. and Erickson, Clifford E.—**Guidance in the Secondary School**, D. Appleton Century Company, 1939.
- Jones, Arthur J.—**Principles of Guidance**, McGraw Hill Company, REVISED EDITION National Society for the Study of Education, Thirty-Seventh Yearbook, Part I, **Guidance in Educational Institutions**, Public School Publishing Co.,
- Patterson, Schneider, and Williamson—**Student Guidance Techniques**, McGraw-Hill Book Company, 1938.
- Prescott, Daniel A.—**Emotion and the Educative Process**, American Council on Education, 1938.
- Strang, Ruth—**Role of the Teacher in Personnel Work**, Bureau of Publications, Teachers' College, Columbia University, 1937.
- Strang, Ruth—**Counseling Techniques in College and Secondary School**, Harpers, 1937.
- Thayer, Zachry, and Kotinsky—**Reorganizing Secondary Education**, Appleton Century Company, 1939.
- Williamson, E. G.—**How to Counsel Students**, McGraw-Hill Book Co., 1939.
- Williamson, E. G. and Darley, J. G.—**Student Personnel Work**, McGraw-Hill Book Co.
- Williamson, E. G. and Hahn, M. E.—**Introduction to High School Counseling**, McGraw-Hill Book Company, 1940.
- Zachry, Carolyn B.—**Emotion and Conduct in Adolescence**, D. Appleton Century, 1940.
- Lloyd-Jones, Esther and Smith, Margaret—**A Student Personnel Program for Higher Education**, McGraw-Hill Book Company, 1938.

Let us hope that a new day has dawned in Canada and that our curricula with their new approach to education will develop more civilized attitudes to life and to success in life than that represented by the worship of money and power. The success of the attempt will depend upon the teacher.

To perform this most important task the teacher must be scholarly, widely experienced, of exceptional personality, and possessed of ideals and initiative. He must have the means of study—to buy, not to borrow, books that he may keep for his own use. He must be able to keep abreast of the academic requirements of his profession by taking courses of study. He should be able to travel occasionally in vacation periods to gain broader contacts which through him will enrich the lives of his pupils. Since personality is so important in the classroom he must be free from excessive financial worries. His outlook on life must be wholesome and not embittered by a sense of grievance against a society that pays its capitalistic directors their hundreds of thousands per year while it pays its teachers mere hundreds.

In the interests of the pupils and in fairness to the teacher he must be given sufficient material reward to make his present comfortable and his future secure. Society will have the investment returned many times over if the teaching profession is raised somewhat above the level of penury on which thousands of teachers are living at present.

—J. W. Noseworthy.



PRESIDENT'S NEWS LETTER

PLANS are going forward for the Easter Annual General Meeting to be held this year in Edmonton. It is the hope of the executive that we shall be able to bring to Alberta another outstanding educationist as guest speaker. At present we have hopes that we may secure Dr. Harold Rugg, international authority on Social Studies, a number of whose books are in the libraries of Alberta schools.

Mr. Baker, geographic representative for Edmonton and District, has made a thorough analysis of a number of existing hospitalization schemes and has prepared a questionnaire which is being forwarded to locals and sub-locals in order to obtain the opinion of a cross-section of our membership. You are urged to attend your next sub-local meeting where you will have the opportunity of expressing your views on this subject. You will also be able to discuss a simple life insurance plan that has been suggested by a prominent actuary.

A recent survey of present salaries paid in town and village schools outside divisions has revealed glaring inconsistencies. From the data gathered, the committee in charge has prepared basic minimum scales which should go far towards removing present confusion and which will aid salary committees in drafting schedules.

Rising living costs are forcing teachers into an unfortunate position. Apparently, school boards, unlike business firms, do not feel obligated to accept the recommendations of the wage committee set up by the Dominion Government to increase salary appropriations of their employees sufficiently to compensate for rising costs. In the larger cities and towns where business is booming, the callousness of school boards in this regard is indefensible. However in rural regions the provision of adequate educational funds is becoming increasingly difficult. Relief can come only with a drastic overhauling of the present school grants system. Then too, government officials, trustees and teachers must alike give thought to the development of a more equitable method of financing education than at present exists. Funds for our schools can be found. It is difficult to argue that the financial burden of providing education is too heavy in any province that can spend more on alcoholic drinks than on the education of its youth.

Fraternally yours,
R. E. SHAUL.

NOTICE TO EDMONTON NORMAL ALUMNI GRADUATES

The A.T.A. Magazine is kindly granting us space in order to further the aims of our association. Your executive wants you to regard this column as your forum. If you are situated in some unusual location or working in unusual conditions, educational or not, let us know about it.

Simply send a letter (no cash or box-tops) to any executive member listed below, (in care of A.T.A. office):

Mary Lambert, President; Maidie Smith, Vice-President; Molly Williamson, Secretary; Ray Barson, Treasurer. Advisory Council: Rosamond Dobson, Alice Garrett, Doris Kirk, Henrietta Kantor, Joe McCallum, Leslie Barson, Bob Fisk. Rural Representatives: Margaret Reid, Larry McLeay, Nora Brooks, Wm. Wynnchuk, Hugh McPherson.

Watch for the column in the March issue.

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DEPARTMENT OF EXTENSION
UNIVERSITY OF ALBERTA, EDMONTON

And Now Supervision

W. E. FRAME, M.A.

WE Albertans have reason to be proud of our educational system. Our progressive curricula compare very favorably with most that are being used elsewhere,¹ while our administrative system, especially for rural schools, is up-to-date and efficient. In recent years the government of this province has passed much legislation in the interests of education and educators. The average salary of the Alberta teacher is still lower than it should be, but, with one exception, it is the highest in the Dominion.² People in other parts of Canada consider it worthwhile to study our system,³ and recently, distinguished educators from south of the border have expressed high approval of it. Surely this situation should inspire us all with appreciation and desire to make a "more effective contribution to the achievement of the objectives of education with the children under responsibility."⁴

More effective supervision should assist us to make this contribution. People in other walks of life realize its importance. Industry has found it profitable to have one supervisor for at least every twenty workers, and sometimes the ratio climbs to one in six. Business expends ten per cent of its payroll on foremen and superintendents, while education is content to pay but three per cent.⁵

Not long ago, trustees, teachers and the public at large urged our government to increase the inspection staff with the result that it is now over twice as large as it was a decade ago.

Upon whom does the greater part of the responsibility of supervision fall? In the rural schools the superintendent has the field to himself. In the cities, inspectors, superintendents and a few supervisors of certain subjects visit the classrooms, but the principal of the school should do the greater part of the work of improving classroom instruction. For various reasons he does not or can not greatly concern himself with this phase of his duties. He frequently teaches full time and, in addition, does a lot of administration. Teachers, trustees, and the public usually expect him to carry out executive activities but they do not encourage him to do much, if anything, to improve the teaching methods of his staff. All are agreed that there are of necessity, highly specialized fields in teaching such as kindergarten work, music, etc.; but they seldom appreciate the need for the principal to be trained to act in a supervisory capacity. When these attitudes disappear and the head of the school takes his duties as a supervisor quite as seriously as he does his teaching and administrative work, a vast improvement in instruction will result.

Having accepted the challenge, the principal must find time to devote to supervision. He should allot to himself a sufficient number of available spare periods to enable him to perform all phases of his work. Some principals delegate certain supervisory duties to other members of the staff and even to students. In doing this the principal magnifies his powers and loses none of his authority. He should see that all get full credit for additional duties assumed; otherwise they will not be relished. The principal should clear his desk every night, make decisions as soon as practicable, and train himself to work carefully but rapidly. He will probably have to let certain things go altogether and should make the selec-

tion with discretion. Much of his supervisory work can be done in conferences and staff meetings which are usually held after school hours. These are a few of the ways in which he can save time.

If the principal is always too busy and behind with his work he is not worthy of his position.

The question is often raised: "Is it necessary to supervise all teachers?" Most authorities say, "Yes!"—quite emphatically. If the principal visits those only whom he thinks need his help he is advertising his opinion of their ability to the school and the community, just as the doctor's car before the neighbor's house announces illness within. Besides, if left alone, older teachers, however efficient, frequently run to extremes, or get on a plateau. The longer they instruct the more fixed this practice becomes and the less likely they are to adopt improvements. By skilfully supervising strong teachers the principal can accomplish great good for his school, just as the farmer can get his heaviest crops by tilling his best soil.

The attitude of the supervisor is all important. He must be motivated by a genuine desire to help the teachers and improve the efficiency of his school. His first step should be to make this clear and win the confidence of his staff by helping the members in any way he can. Having done so, he is more likely to secure their co-operation when he suggests new plans. He must develop a sense of values to enable him to distinguish what really are the critical factors of successful teaching. Recent investigations would indicate that some of our views regarding good and poor pedagogy have not been sound.⁶ Above everything else, the supervisor must not undermine the teachers' confidence nor destroy their self-respect. It is equally important that he should avoid by word or action, lowering the teachers' prestige with their pupils: There is no surer way of ruining a teacher's effectiveness. However, this does not mean that poor teaching should be condoned. As a group teachers are sensitive to criticism and self-conscious when performing in front of adults; this the principal should take into account. There may be something in this idea that in the case of very nervous teachers the first visit should be on invitation.

The supervisor should prepare for a visit by deciding the phase of the work he intends to observe, and by consulting the teacher's file to refresh his memory as to her background, training, behavior on former visits, and suggestions received. Aimless visits, for which no preparations have been made are seldom fruitful.

The way in which the visitor enters the classroom is rather important. Teachers should be trained to treat such visits as events of little or no importance. There should be no ceremony beyond a friendly nod to the teacher and no interruption of the recitation. The supervisor should find his way to a back seat and go about his work quietly. Such procedure excites neither the teacher nor the pupils and enables the visitor to see them under almost normal conditions.

Much has been written in favor of, and against, taking notes; but most authorities believe that observations should be fully recorded so that the supervisor can later recall all that happened. The notes will be invaluable when the conference is being held and when preparations are being made for a later visit.

A Principal often hesitates to supervise in unfamiliar fields, but there is no good reason why he should not. He is

1. Based on investigations made in Columbia University, 1940.

2. Dr. H. C. Newland, *Democracy in Education*.

3. Note Summer School registrations from outside the province.

4. Thomas H. Briggs, *Improving Instruction*.

5. *The Superintendent Surveys Supervision*, p. 344 Eighth Yearbook of the Department of Superintendence of the National Education Association, 1930.

6. A. S. Barr, *Characteristic Differences between Good and Poor Teachers*.

able to recognize good or poor pedagogy even when not familiar with all the details of the subject being taught. He may not be a specialist in primary reading but wherever observed he can understand and recognize the principles of effective teaching. Some authorities even go so far as to say that it is better for the principal when acting as a supervisor not to have too full a technical knowledge. He is less likely to be dogmatic and will not become so interested in subject-matter as to forget about methods.

Corrective supervision is practised more than any other kind. This may be necessary to a certain degree but it is also dangerous. Unless it is conducted tactfully it will spoil the attitude of the teachers towards their work and their principal. If practised to too great an extent the supervisor develops a nagging, fault-finding attitude which will destroy his effectiveness: It puts the teachers continually on the defensive; they cannot do their best work in a critical atmosphere. To use a borrowed illustration, the supervisor should not keep the teachers so busy mending holes in stockings that no time is left to buy new ones. Some practices must be corrected, but it is wise to overlook some of the minor faults observed. The principal should encourage the teacher to grow professionally aiming at self-correction, otherwise shortcomings may be dwarfed into insignificance. It is far better to increase a man's assets so that he can look after his own debts than to pay his debts for him. Another illustration of this principle in supervision is the fraction analogy first used by Carlyle. The numerator represents the teacher's strengths and the denominator the teacher's weaknesses. You may increase the value of the fraction by increasing the numerator or decreasing the denominator. In the case of the teacher, effectiveness can be increased far more readily by concentrating on progress (increasing the numerator) than by harping on weaknesses represented by the denominator. After all there is a limit to one's weaknesses but there is none to one's potentialities.

A wise principal can often foresee a teacher's difficulties and either warn or take steps to help the teacher avoid them. If he chooses the former, he must be careful not to alarm the teacher unduly.

Some teachers have creative minds and are constantly thinking of new devices and methods. Frequently these

ideas have little merit; but even if they cannot be used they should be kindly received because, according to the law of averages, every now and then one of them will prove valuable.

The following is Dr. T. H. Briggs' definition of Supervision and many educationists consider it very good:

"Supervision is the systematic and continuous effort to encourage and direct such self-activated growth that the teacher is increasingly more effective in contributing to the achievement of the recognized objectives of education with the pupils under his responsibility."

This definition fairly bristles with significant terms. Supervision must be **systematic** and **continuous**. The principal must set his goals and lay long-term plans to accomplish them. He is to **encourage** and **direct self-activated growth** on the part of the teacher. In other words, he is much like the skilful gardener who provides the proper environment but has to leave the growing to the plants. The teacher has the innate ability to develop professionally and will do so if the supervisor gives encouragement and proper direction.

The teacher is to be **increasingly more effective**. Here again the idea of continuous growth is indicated. By every means at his disposal, the principal fosters and directs this growth. The teacher is to become increasingly more effective in **contributing to the recognized objectives of education**. The word "contributing" suggests team-work—co-operation in the interests of the pupils.

What are the recognized objectives of education? They differ with communities and countries and so the principal and his staff must decide what they shall be in their own school. The former may have to formulate these ideals and then democratically submit them to his staff. Never should he force them on his teachers by the vested authority of his position.

When these ideals have been agreed upon they should be crystallized into a definition, or philosophy of education which should be kept in mind whenever a decision is being made, a lesson being prepared, or any important act concerning the pupils is being contemplated. A sound philosophy, faithfully and intelligently applied, gives the principal and his staff a firm foundation on which to stand, furnishes all necessary stimulation, and points the direction of all their goals.

CORRESPONDENCE

GOVERNMENT OF THE PROVINCE OF ALBERTA

Department of Education

Edmonton, Alberta,

Mr. J. W. Barnett, Gen. Sec., A.T.A. January 22, 1941
Dear Sir:

Answering your letter of January 17 addressed to the Registrar, I should like to say that the Department is making arrangements with the University to have a course on the principles and methods of modern high-school education offered for graduate credit at the University summer session this year.

Yours faithfully, H. C. NEWLAND,
Supervisor of Schools.

* * *

TEACHERS BEWARE

Mr. J. W. Barnett,
General Secretary-Treasurer, Alberta Teachers' Association,
Edmonton, Alberta.

Dear Mr. Barnett:

I think your teachers might very well be warned again in connection with doing business with strangers. We have reference to book agents, financial agents, and so forth. Regularly in *The Manitoba Teacher* we refer to this, and warn teachers, but, of course, they are human and every now and then get caught.

I was tipped off the other day that an organization is being formed to canvass teachers in the West for either books or stocks and bonds of some sort. Many teachers have invested in War Savings Certificates and it might be easier to get them to deposit these Certificates than to get the cash at the time. I understand that the present venture is being financed—like many others are—from Chicago, but by some local men as well. I do not know the exact nature of this, but it might be just as well that in the next issue of your Magazine you sound some warning note, something along the line of what we have done in former issues of our magazine, or that you have in your magazine. Many of our teachers are young and inexperienced and if we can help them a little, or put them on their guard, I think we should do it.

Yours fraternally,

MANITOBA TEACHERS' FEDERATION
E. K. MARSHALL,
General Secretary.



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Can a *Liberal Education* Survive?

W. G. LAND

Reprinted from the Fall issue, 1940, of *What the Colleges are Doing*, a publication of Ginn and Company, Toronto

WE ARE today proposing to spend for arming against antidemocracy nine thousand million dollars. This amount is out of our so-called present income; undoubtedly much more will have to come out of our own and our children's future income. We have no assurance that any amount will be enough; nor that it will be spent wisely; nor that, once spent, its results will be satisfactory.

We are spending today about one third of that amount, out of both our public and our private purse, for the annual support of education, a sizable portion of it in the field of higher education. We are told by educators that our schools and colleges are the defending outposts of democracy; that even more money should be spent, and that it can be spent wisely. The results of teaching and research are deemed to be satisfactory *per se*.

There must be something the matter with this assumption. Otherwise why is it that the millions of students who have been educated, many of them now grown up with educated children of their own, seem to be much less sure of democracy than were their ancestors? Why is it that, if education is an effective outpost of democracy, educated people are throwing up their hands in fright at the idea of a democratic ideal being challenged by an opposite ideal? Is it because they were never taught the lessons of history, or the laws of equilibrium in physics? If the colleges, to say nothing of the schools, had been teaching their graduates to seek true facts, to face them fairly, and to act with the courage of their convictions, this country with its thousands and thousands of college graduates would long ago have ceased to be in the position of muddling through.

Last June's commencement orations were, in a surprising number of instances, remarkably lacking in sane thinking—as much on the part of official speakers as on that of those alumni groups who used their colleges as sounding boards. Such unanimously articulate emotion, untempered by perspective reflects the shallowness of the education which we have been giving in quantity rather than quality. To a nation seeking leadership the proposals offered under the banner of education appeal to the man in the street as no stancher, no deeper, no saner than the parades gratuitously headed by committees for defending this or doing that.

Indeed it has come to pass that education, and cap-and-gown education particularly, is by no means highly regarded: it is becoming more and more the butt of public satire for sheltering theorists without realism, and students without knowledge. If education is to regain public esteem it must regain its quality; if it is to be a defense of democracy it must first of all promote sanity by directing the nation's energies into channels which will lead, not to wishful thinking, but to actions which may be reasonably effective.

Public confidence in colleges and universities cannot be separated from the question of their support; and the question of support, these next few years, is likely to be a crucial one for many institutions. There will be support for exposing students to a regime of training for particular jobs, especially if there be a temporary surge in the demand for copywriters, government clerks, or airplane pilots. There will be support for technical training in certain areas of the physical, biological, and social sciences. In theory, there will also be support for combining such training with the encouragement or fertilization of a student's brain power; for it is on that basis that we produce leaders of business and society. But only when money is easy will there be support of learning for its own sake. Upon these premises, the tradition

of the liberal-arts curriculum—which has no distinctive function in this world of utilitarian standards—seems destined to an inevitable, steady, and continuous disintegration.

This does not mean the death of the liberal-arts ideal. It is perfectly possible for a college devoted to the training of actuaries or electrical engineers or consular attachés to provide the essential spirit of the liberal-arts tradition, for that spirit is dependent not upon the list of studies and cultural advantages enumerated by the college catalogue but upon the people by whom the student is influenced. Plenty of alumni have testified that what of value they got out of college came not so much from any subject as from the men who taught them.

It seems illogical, if not somewhat hypocritical, for administrators to insist that the worth of their college to its students can be measured by the number of Ph.D.'s on its faculty or even their contributions in research, the number of books in its library, the amount of its endowment or scholarship funds, or the number of its graduates listed in "Who's Who" or making ten thousand a year. The enduring values are those of the tradition of culture and perspective which have been handed down from generation to generation. They may be transmitted under the names of subjects and courses: they are transmitted best by teachers, of whatever subject, who themselves value the tradition of educating the whole man, and who actively encourage each student as an individual to read about, discuss, and take part in those phases of human activity which interest him.

In suggesting revolutionary changes in the Harvard curriculum in 1866, President Thomas Hill said, "The special student should give himself wholly to his chosen subject, and to whatever bears upon it or throws light upon it; and he will find that everything throws light upon it." In an age when liberal studies of themselves cannot command support, this principle of individual education may well be applied. It may seem a backhanded way of preserving the spirit of learning; yet it is a practical way—practical in focusing public support by having an immediate goal of professional or vocational training, practical also in arousing in each student as an individual his special powers of perception and imagination and reason. And it can be done if college presidents will insist on hiring creative personalities first, and Ph.D.'s second; for the liberal arts live not through the titles of studies nor through the names of courses, but through the inspiration of men and books. The job of education these next few years is to stimulate youth to seek truth, to face facts fairly, and to act with the courage of conviction.

Antidemocracy may conquer but cannot take good root in a country where youth has been encouraged to discuss all questions freely, to seek the reasons for the success and failure of men and nations and empires throughout history, to strive for the benefit not of one or of a few but of many. Antidemocracy cannot flourish in a country whose people believe that the education of the individual is worth its cost. Yet, at a time when popular attention is centered on the necessity of national defense and the hope of hemispheric if not world solidarity, the cost of supporting liberal education may appear too great. There is real danger that increased taxation for defense and for keeping our present mushroomed multiplicity of governmental services will force both the public and the private purse to spend less, rather than more, on education. Wherein education has become a mere rigmarole of form, without spirit, that stringency might be a

blessing in disguise; but if schools and colleges and universities should find it necessary, in order to continue their existence, to dance to the tune of whatever piper will pay the bills, that will not only restrict liberal teaching but will be the first step in infesting our democratic bulwarks with termites.

To allow those who control the purse strings to decide what shall be taught or how it shall be taught is to set out on the road to mental censorship. It is the road to setting up authority against individual intellectual freedom. It envisages a species of control over democratic expression of honest opinion, and over the directions in which truth may be sought. There are already signs that all these things are be-

ginning to happen; in isolated situations perhaps, but with increasing frequency.

Billions spent for defense cannot be spent effectively without competent brains to spend it; operations both of peace and of war inevitably result in failure if they are not well directed. And competency in directing democracy can come only through encouraging youth to frame and to follow through its own ideals for living. Unless the fifth-column forces which are already beginning to appear within our mass education are speedily counteracted, American students in the future will have to seek far in this country for a truly liberal education.

For King and Country

Having joined His Majesty's Forces or taken up other work intimately connected with these forces the following teachers have vacated the classroom for the time being:

N.B.: It must be noted with satisfaction that, with one exception, when the call came and the teacher made request for leave of absence, the School Board granted such leave of absence cheerfully and ungrudgingly.

St. Mary's River S. Division No. 2—George Spencer, J. H. Gordon.

Foremost School Division No. 3—Robert J. Powell.

Taber School Division No. 6—Thomas M. Terris, Dan Sandulak.

Lethbridge School Division No. 7—W. S. Potter, Laurence King.

Peace River School Division No. 10—Albert Edward Warren, Aubrey Abram Adams, John Archibald McIntyre.

Lac Ste. Anne School Division No. 11—Leonard M. Eckel.

Clover Bar School Division No. 13—D. J. Wright, W. A. Coward, Ray W. Sanders, James Harrington.

Rocky Mountain School Division No. 15—Robert L. Williams, Alexander McCrimmon, Donald J. McCrimmon, D. Graeme Jardine, Clifford C. Awock, Charles Douglas, Clarence A. Weekes, Robert C. McRoberts.

Neutral Hills School Division No. 16—Arthur F. Long.

Holden School Division No. 17—James A. Campbell.

Vegreville School Division No. 19—Laurence E. Larcombe, Donald Davidson.

Killam School Division No. 22—George Munro.

Vermilion School Division No. 25—Stanley E. Messum, George B. Mead.

Stettler School Division No. 26—Stanley M. Paulson, Stanley Roberts, Martin M. Gish.

Macleod School Division No. 28—Helen M. Russell.

Olds School Division No. 31—Lloyd J. Godfrey, Frank Lowe.

Wainwright School Division No. 32—H. T. Butchart, Harold Lisson, C. A. Walrath, G. A. Wiberg.

Ponoka School Division No. 34—John Hedrich, Milton Gilchrist, Donald Lomas, A. W. Fraser.

Red Deer School Division No. 35—David McCutcheon.

Wetaskiwin School Division No. 36—John A. Inglis.

Pembina School Division No. 37—J. S. Farewell, E. B. Webster.

Wheatland School Division No. 40—George S. Cooper, Benjamin G. Halbert, Arthur R. Maynard.

Calgary School Division No. 41—W. Robert Hood.

Athabasca School Division No. 42—Allan I. Watts, George Nicol, John C. Flath.

Edmonton School District No. 7—W. T. Cromb, A. S. Donald, J. E. Murray, D. A. Petrie, C. W. Gallimore, J. R. Turner, Miss B. Lawrence, J. H. Towerton, S. W. Wharton, J. Higgins, A. Henderson, E. E. Hyde, F. J. Bendle.

Calgary School District No. 19—D. S. Harkness, A. Russell, C. S. McKay, E. E. Culley, W. H. Broadberry, J. M. Ireton, J. R. Fuller, E. S. MacGregor, K. K. Smith, E. G. Callbeck, A. N. Carscallen.

Medicine Hat School District No. 76—O. E. White, R. A. Lindsay, F. R. Millican, H. E. McBain.

Edmonton Separate School Board No. 7—Rev. J. A. MacLellan.

Coaldale Con. School District No. 9—Arthur Wade.

Prairie River Con. School District No. 36—Ernest A. Le Cours.

Lousana Con. School District No. 38—E. A. Brickman.

Manyberries Con. School District No. 44—Adam B. Young.

Macleod School District No. 47—Edward C. Chute.

Donalda Con. School District No. 57—E. R. Hoover, S. R. Kerr.

Arrowwood Con. School District No. 59—J. A. B. Simpson.

Red Deer School District No. 104—W. G. Findlay, A. Allen, D. J. W. Oke.

Okotoks School District No. 178—Cyril B. Hegy.

Olds School District No. 235—Harold S. Hodgins.

Cardston School District No. 457—Leslie G. Waller.

Athabasca School District No. 839—F. Meadows.

Bow River School District No. 1059—R. Milton.

Vermilion Centre School District No. 1446—A. L. Macumber.

Daysland School District No. 1539—R. T. Dick.

Sedgewick School District No. 1567—Charles A. Jenkins.

Wainwright School District No. 1658—Hedley Abbott.

Hardisty School District No. 1659—Albert L. Oke.

Willingdon School District No. 1801—Lynwood A. Walker.

Ryley School District No. 1866—E. R. Stauffer.

Elk Point School District No. 2005—John C. Jensen.

Halkirk School District No. 2162—Howard F. Germen.

Beverly School District No. 2292—H. C. O'Donnell.

Waskatenau S. District No. 2419—Ronald E. McClung.

Rocky Mountain House School District No. 2590—George V. Jones.

Hanna School District No. 2912—R. F. Hanna.

Wayne School District No. 3467—R. W. Dunn.

Vilna School District No. 3983—R. G. Ross.

Turner Valley School District No. 4039—James M.

Goode, Roy W. Gould.

East Coulee School District No. 4396—Charles E. Van Diggory.

Kaydee School District No. 4845—Fred J. O'Brien.

McLennan Inspectorate—George Merritt.

Things Are Warming Up

C.T.F. BULLETIN No. 5
Addressed to Every Teacher in Canada
From *The Ottawa Journal*, January 14, 1941

What's \$140,000,000!

A letter from Edmonton bears the signature of A. J. H. Powell, director of publicity for the Canadian Teachers' Federation. It contains this paragraph:

"We are concerned with the fact that Canada is setting a course for the next half-century through seas that will strain every rivet, plate and beam in the hull of democracy; and in doing so with the barest pretence of solicitude for education which, more than any other agency, can save the ship by its power or scuttle the ship by its impotence."

"The barest pretence of solicitude for education!" Let us see.

According to the authoritative *Canada Year Book* there was spent on education in Canada in 1936 the sum of \$140,359,083. That may not seem much to the director of publicity for the Canadian Teachers' Federation, but it was a lot of money to the taxpayers.

And that sum is only that part of the cost of education paid by governments out of taxpayers' funds. To get the complete picture we should have to know how many more millions were spent by individual Canadians, by parents on their sons and daughters, for fees, books, boards, transportation, etc.

If education, to use Mr. Powell's decorative wording, is impotent now to save the ship Democracy, has the thought ever occurred to him that some of the responsibility may rest upon the teachers? Is all the blame on the taxpayers, who pay scores of millions of dollars for education every year only to be scolded by Mr. Powell for not doing more?

The following reply was sent:

Editor, *The Ottawa Journal*.

Sir:

You were good enough to quote me in your issue of January 14 (historic day) as saying that "Canada is setting a course for the next half century . . . and is doing so with the barest pretence of solicitude for education." It should have been quite apparent from the historical context and the important brief, "An Open Door for Education", to which my letter was just an accompanying note, that the reference was to the Dominion of Canada, which appears to have contributed a little less than two millions of the \$140,359,083 which you so violently hurl at my poor head. However, there are other figures, and we have them. The apparent consumption of alcoholic liquors in Canada, 1937 was:

Spirits—3,018,233 proof gallons.
Malt liquors—60,193,443 gallons.
Wines—3,166,167 gallons.

Being unversed in liquor prices, I am unable to transmute the gallons into dollars—but there were plenty! The aggregate of Provincial Liquor Profits that year was nearly \$30,000,000. It is estimated that the average annual tobacco and liquor bill during depression years was over 9½ millions.

The net production figure for Canada in 1937 (i.e. the best available figure for national income) was \$2,992,336,288 against which the figure of \$140 millions for transmitting the culture and technology of our land to the next generation does not loom very large.

But the main points of the C.T.F. brief which you elect to ignore was that the Dominion, in the process of overhauling its machinery, should take note of the appalling disparity of educational opportunity in, say, New Brunswick and Ontario, as it affects the Canadian child who has the luck to be born in one or the other. In New Brunswick the average school child's training is backed by \$656 net production, and in Ontario by \$1853 net production. So in New Brunswick the average school child gets \$28.40 of educational service per year, and in Ontario \$63.50 per year. That being the case, an aggregate for Canada is of no use to the Canadian child in a province of poor resources; and it becomes a matter of public policy to see that the Dominion comes adequately to the aid of such a child by Federal Grants.

An attack upon this plea for Federal Aid to Education comes with exceedingly ill grace from a wealthy and very privileged city in the Province of Ontario.

The true plight of education in our poorest areas can best be shown by the following figures of per pupil expenditure:

Entire Province of P.E.I. 1937, approximately \$30.20.
Entire Province of N.S. 1937, approximately 34.90.
Entire Province of N.B. 1937, approximately \$28.40.
Entire Province of Sask., 1937, approximately \$36.10.

U.S.A. Southern Area Rural Districts (1933-34) \$29.59
The last figure is from U. S. Office of Education, Leaflet No. 32.

To find education as poorly-supported elsewhere as in our poorer provinces, we go to the negro states.

One may speculate with interest upon the possible fate of last Tuesday's Conference if the Dominion of Canada, as such, had devoted some millions each year to the fostering of a common Canadian culture in the schools of our Dominion.

In conclusion, the C.T.F. does not concede, nor has the undersigned ever stated, that education is now impotent to save Democracy. If it were so, the C.T.F. would be far from apportioning any blame to the 19,000 Canadian teachers who, in 1938, received less than \$600 salary.

Yours truly,

A. J. H. POWELL,
Director of Publicity,
C.T.F.

Edmonton, January 20, 1941.

WE THRIVE ON IT

THE C.T.F. Publicity department has received much kindly encouragement from all parts of the Dominion—even from so high a source as the Toronto School Board. After making due discount for the little gracious impulses which rise when delegates of the provinces get together—we are not thinking of the recent Conference—the writer was beginning to feel that all was not vanity and vexation of spirit. Still, a job like this only begins to become absorbing when the reaction gets vigorous and combative. We therefore welcome with joy our first tangle with *The Ottawa Journal*.

It is a pleasure to note, too, that our Bulletins are read with something less than approval by Professor M. A. Cameron of the Education faculty, U.B.C. Writing in *The School* (Jan. 1941) under title "Education and the Rowell-Sirois Report", Mr. Cameron refers at the outset to the position taken up in the matter by these C.T.F. Bulletins, and goes on to present the recommendations of that ill-used report in a much kindlier light. He chides us jocosely for "unnecessary glandular secretions" over the prospect that education must continue to fight for its life. The Commission only meant, he thinks, "to express the very real truth that every activity of a democratic government must depend for its support upon public conviction of its value." And Mr. Cameron regards as "strange doctrine" our confident assertion that "education will remain impoverished and down-at-heel in large areas of Canada so long as it depends upon direct and visible forms of taxation."

As we happen to know that a counterblast in support of direct Federal Aid is in preparation for a coming issue of *The School*, we content ourselves this time with three short observations:

- (1) Indignation has its place in human affairs; e.g. when Saskatchewan (1937) spends more on liquor than on teachers' salaries; or when 51% of Canadian women teachers are paid less than the girls who bind the school books.
- (2) Education IS down-at-heel in large areas of Canada, after many years of support from direct and visible forms of taxation.
- (3) The three provinces which refused to trade their most reliable sources of cash revenue for an indeterminate amount of National Adjustment Grant are the three

provinces which redeem the country's educational service from utter shame. Perhaps they were not anxious to subject the educational destiny of our next crop of children to the vote of a National Commission representative of the traditional attitude towards education. We would not blame them.

Where is the Insuperable Obstacle?

Enough of hard fact has been broadcast in these Bulletins, in the latest C.T.F. Brief, and in its vivid diagrams, to show how great is the inequality between provinces in per-pupil support, in ability to pay, and in actual pupil load. The principle of Federal Aid can no longer be refuted. Yet there always remains the mysterious certainty that the country would split wide open on the issue. We do not believe it. Just to stick our necks out and see what happens, we here declare our belief that the harassed heads of educational administration in at least seven Canadian provinces (not excluding Quebec) would welcome educational grants from the Dominion, subject to adequate safeguards and not involving control of policy. The two of which we are in doubt are B.C. and Ontario, which are so wealthy that they might expect to lose more in taxation than they would gain in grants. But we have no reason to believe that on a clear ethical issue (uncomplicated by vast surrenders of present cash revenue) these provinces would be adamant.

B. BATTLE AXE.

THE A.T.A. LIBRARY

The following books have recently been added to the A.T.A. Library and may be obtained on request:

Japan: Government-Politics by Robert Karl Reischauer.

Education as Guidance by John M. Brewer.

Why Educate? Walter Pilling Percival.

Failure of a Mission by Sir Neville Henderson.

The Unique Function of Education in American Democracy, Educational Policies Commission of the U. S.

The Purpose of Education in American Democracy, Educational Policies Commission of the U.S.

Structure and Administration of Education in American Democracy, Educational Policies Commission of the U.S.

Education and Economic Well-being in American Democracy, Educational Policies Commission of the U.S.

Source Book in the Philosophy of Education by W. H. Kilpatrick.

Life in School, Walter Pilling Percival.

Memory Hold-the-Door by John Buchan.

The Life of Greece by Will Durant

100 Non-royalty one-act plays compiled by William Kozlenko.

FUNDAMENTALS FOR TODAY

Education, planned and organized for the purpose, ought to be one agency society can count upon to further wholesome personality development among both children and adults. Under present conditions the school has an opportunity to ease the strains resulting from the world conflict, to build up rich and realistic experiences for individual boys and girls, to help them actually to learn how to live.

—W. Carson Ryan in *Progressive Education*.

University Summer Session

It has been announced that for the coming Summer Session the University is inviting three guest lecturers. Mr. Lionel Gelber, author of the *Rise of Anglo-American Friendship* and of many articles will lecture on **INTERNATIONAL AFFAIRS** (History 65). Professor E. T. Mitchell, graduate of the University of Alberta, for many years Professor of philosophy at the University of Texas, will lecture in **ETHICS AND SOCIAL MORALITY** (Philosophy 54). Dr. John W. Bell, District Superintendent of High Schools, Chicago, will be the guest lecturer in **THE SECONDARY SCHOOL CURRICULUM** (Education 60).

International Affairs. History 65 deals with International Affairs in the period from 1871 to the present day. The emphasis in the lectures will be placed on the period subsequent to 1904. At the beginning of the session, a preliminary test in the period 1871-1914 will be given. The final examination will require a general knowledge of the whole period and a much closer knowledge of special periods or subjects. As in other cases, the student upon registering will receive a Syllabus recommending books and outlining the work to be covered before the beginning of the Summer Session. Students requiring further references, because of their interest in any special subject, may write to Professor G. M. Smith, who offers the course in the winter session.

Ethics and Social Morality. This course is open to undergraduate and graduate students. Graduate students will remember that those who have credit in Philosophy 51 may, upon the completion of Philosophy 54 and additional prescribed work, receive credit for Philosophy 104.

The Secondary School Curriculum. Teachers are asked to note this new course in education to be given this summer. Its designation is Education 60. The lectures and readings in the course will interpret Alberta's secondary school curriculum in the light of progressive practice elsewhere. Those who register for the course include: (a) Candidates for the Bachelor of Education degree for whom the course has been approved by the College of Education and the School of Graduate Studies; (b) Candidates for the College of Education Diploma who are substituting Education 60 for Education 58 in the programme of studies leading to either the High School Certificate or the Junior Certificate for the High School, (c) Teachers desirous of changing the Interim High School Teachers' Certificate to a permanent certificate, (d) Teachers desirous of changing the Elementary and Intermediate School Certificate from interim to permanent license, (e) Teachers who without interest in obtaining credits of any kind are taking the course for its intrinsic value. The fee for students in groups (d) and (e) is \$6.00; for those in (a), (b) and (c), the regular fee. Further information regarding this course will, it is expected, be available for our next issue, and also may be obtained by writing to the Principal of the College of Education.

For various reasons the publication of the Announcement has been delayed, but it will appear shortly and registrations may be completed with the Registrar of the University. Correspondence with the Registrar or with the Director of the Summer Session, Professor E. W. Sheldon, is invited.

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Official Bulletin—No. 49

Progressive Practices in the High School

The Department's Summer School for Teachers has for many years been offering courses that are designed mainly for teachers of the Elementary School and the Intermediate school. This year a special arrangement has been made with the University of Alberta whereby the College of Education will offer a special course for teachers of the High School in the methods and practices of modern secondary education. The visiting instructor will be Dr. John Wesley Bell, who is District Superintendent of High Schools in the city of Chicago, and Chairman of the Chicago Committee for Reconstructing the High School Program in English.

This course, and also the course in High-School Guidance mentioned in the last Bulletin, will interpret the present-day trends in secondary education, and show what is being accomplished by the progressive practices of modern high schools.

Teachers who complete this course may have graduate credit under conditions prescribed by the University, which are set out on page 16 of this issue. They will also be granted credits by the Department of Education towards the requirements for permanent professional certificates. Experienced teachers in the high-school field will be given the preference in enrolment.

The School in the Community

No phase of present-day thought on education is more interesting or of more importance than that concerning the integration of the school with the life of the community. The modern school, in other words, should aim to be a centre of good living for the community.

Our divisional superintendents are now giving some thought to this matter, which has its relation to the school fair, the music and dramatics festival and the annual field and sports day. But there are obviously many other ways by which the school can be brought more closely into contact with the community, to the great advantage not only of the school but of the community as well. One of these ways—perhaps the most important—is through adult education in the community; and particularly the study by parents of the growth and developments of children, and of the meaning and purpose of education in a democracy. Another is edu-

cation for home and family life. There might also be studied the resources of the community for good living: health service, library service, recreational and cultural opportunities.

Yes, it can be done; but it takes some kind of community organization and community effort. In each local school district there is an opportunity for this kind of activity, if the teacher and the parents will co-operate. For this purpose of community welfare, Home and School Associations are being organized in some parts of the Province. Those who are interested can get some valuable suggestions on request by communicating with the Office Director of the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago. Two valuable bulletins entitled "Projects and Purposes" and "Guiding Principles" are published by this organization, and other literature on parent-teacher activities as well.

Another source of very valuable pamphlet material is the Child Development and Parent Education Bureau of the New York State Department of Education, Albany, New York.

The National Congress of Parents and Teachers publishes "The National Parent-Teacher," its official magazine, and also "The National Congress Bulletin." These publications are valuable for suggestions and guidance. The Alberta Federation of Home and School Associations is already doing some good work in the Calgary district along the lines suggested above. The Secretary of the organization is Mrs. A. M. Curtis, 514 Sunderland Ave., Calgary. This organization puts out a monthly news-sheet, "The Alberta Home and School News," of which the editor is Mrs. Mabel W. Elves, 2319 Morrison Street, Calgary.

The following list of books and bulletins may be of service. Copies of these may be had from the School-Book Branch of the Department of Education.

Parent-Teacher Associations, by Julian Butterworth; published by Macmillan Company, 1929.

An Analysis of the Activities and Potentialities of Parent-Teacher Associations, by Elmer Holbeck; Teachers College Bureau of Publications, New York.

Parent Education Programs in City School Systems, Bulletin No. 2, 1937, by Ellen C. Lombard; U. S. Government Printing Office, Washington, D.C., 1939.

HAROLD E. PANABAKER, B.A.,

Educational Organizer in Alberta for Canadian Legion War Services, Inc.

MR. Harold E. Panabaker of Calgary Public School staff has been granted leave of absence by the School Board to act as Educational Organizer in Alberta for the Canadian Legion War Services, Inc. Mr. Panabaker will be making his headquarters in the Department of Extension of the University of Alberta, and will commence work on February 1st and continue during the months of February and March. It is possible that a further extension of time may be granted after that time.

The Canadian Legion War Services' educational activities are being carried on through the Department of Extension

of the University of Alberta. At the present time approximately 700 men in the military, naval and air establishments in Alberta are taking courses of one kind or another. New registrations are coming in every day, and Mr. Panabaker will have the responsibility of registering new men for courses, giving advice to those who are now taking courses, and generally contacting the men and the educational officers in the various units in the different military, naval and air establishments in the Province of Alberta.

Mr. Panabaker is a returned man who saw service in the last war, and is a graduate of the University of Alberta.

The effective teacher is a person whose companionship, counsel and advice are sought. —Paul Witty.

Practical Applications of Science

WILLIAM J. HUNT, Calgary

IN THE program of studies for the Intermediate School, we find, "That most of our experiments in science will have a direct application to everyday life". Further it is stated that, "Instead of going far afield for applications of science, teachers should emphasize at all times conditions in Alberta, and if possible local conditions". Most science teachers will agree with the suggestions quoted above, and many teachers in Alberta have found, where realistic practical results have been secured from the application of science or scientific procedure to the everyday environment, that students develop a good deal more enthusiasm regarding the subject. Unquestionably the production of some practical and usable thing tends to promote and satisfy the creative instinct.

How can science or scientific procedure in the schools be applied to the situations and necessities of pupil environment, and at the same time appeal to the creative instincts of students? Science or its proper procedure can be applied directly to everyday life through projects in which manufacturing of some or all of the many chemical type products used in and around schools can be attempted. The main difficulty for the teacher is that he or she is not usually well acquainted with either the composition or process of manufacture concerned. For the most part these products are easy to make, so long as one has access to some information regarding the ingredients, where to purchase them, and tested formulae.

Judging from the large quantities of chemical type products requisitioned each year by Alberta schools, should such manufacture projects prove feasible, a good deal of money could be saved, as well as educational advantages derived.

Among the chemical type products used in Alberta schools are mucilage, glue, paste, powder, inks, bleaching fluid, hectograph mass, insect sprays, boiler compounds, furniture polish, metal polish, deodorizers, sweeping compounds, disinfectants, etc. While all of these products cannot be discussed in one article, a beginning may be made regarding an item which is used to a large extent in all schools, namely, ink.

There are many kinds of inks used for different purposes but, insofar as schools are concerned, blue or blue-black soluble and permanent inks, as well as black India ink, are the most extensively used. As a matter of fact most schools could function quite well using merely soluble blue, and black India inks.

To explain the difference between permanent and soluble inks, it can be said that the permanent type, while blue or blue-black when first used, tends to become black on exposure to air, leaving a permanent record on the paper. On the other hand a soluble ink does not change in color after being used, and has a tendency to fade out after a period of time. Permanent ink is used therefore where a lasting record is important, and the other where this factor is not so important. Again a soluble ink may be easily washed out of fabrics when spilled accidentally, while permanent ink spots are not removed so readily. This latter characteristic makes the use

of a soluble ink in schools more desirable for purposes where permanency of record is not the chief factor.

Ink is very largely made of water, a fact which has led to most schools using dry powdered ink. Most powdered inks sold today consist chiefly of a suitable dye to which some preservative such as phenol has been added. In many cases the phenol is left out and the packet of ink powder is nothing but a suitable quantity of dye. As a matter of fact the preservative is not an absolute essential, since ink in the school may be made a quart at a time, which quantity is usually consumed before molds have an opportunity to spoil the product.

A very cheap and suitable ink powder can be made using a dye known as Bright Blue, procurable from Harrisons & Crosfield (Canada) Ltd., Calgary or Edmonton. About eighteen grams of this dye can be weighed out by science students for each quart of water, to make forty ounces of blue ink. A pound of Bright Blue costs about \$1.85 making about twenty-eight quarts of ink. If students are supplied with dye sample envelopes, having metal closing clasps, a stock may be made up for future use without risk of any of the dye's sifting through seams, and being lost.

If the need for a permanent ink is felt, students may, by mixing the following, make up enough material for forty ounces of a liquid, permanent ink which seems satisfactory enough, and which turns black on exposure to air.

Gallic Acid	5 grams
Ferric Sulphate	5.3 grams
Oxalic Acid	1.0 grams
Bright Blue Dye	18.0 grams
Water	1 quart

The first three items can usually be purchased from wholesale or retail drug firms, or from the chemical departments of most school supply houses.

To make a satisfactory waterproof black India ink, the following formula appears to be most suitable. In eighty ounces of water dissolve six ounces of powdered borax, and thirty ounces of red flake dry shellac, by continued heating and mixing. The dissolving of the shellac may take some little time but eventually it will be completed. Another solution of eighty-two ounces of hot water in which six ounces of water soluble black Nigrosine dye have been thoroughly dissolved, is added to the shellac borax solution, and mixed. When the whole is cool, the ink is ready for use. It might be mentioned that any water lost by evaporation during the heating process should be replaced when the experiment is more or less complete.

The shellac and borax can be purchased in most hardware stores, while the Nigrosine dye may be obtained from the same source as the Bright Blue, and is very cheap. Using the formula given above it will be noted that about two hundred and four ounces of India ink will be obtained, enough for the same number of students each receiving one ounce. Further the batch should cost roughly about \$6.50 made by the science class, whereas if purchased it would cost about \$30.00, and possibly more.

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The Math.-Sci. Corner

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WHAT REFERENCE BOOKS SHALL WE BUY?

FOR the busy teacher requiring supplementary material for report assignments, for the teacher whose background in his subject needs enlarging, for the student whose interest is whetted by the discovery that the text-book does not tell all that there is to tell about a subject—for these people are lists of supplementary books in the Course of Studies provided.

But a practical difficulty arises. In a given year, the funds available for adding to the school library are sufficient to buy one, or two, or three books on Physics or Chemistry or Biology or Mathematics. Which of the many books suggested in the Course of Studies is the teacher to ask for? Without opportunity to examine them, without information about their contents and their proven usefulness, how know the better books from the not so good?

It is felt that this Corner can and should help in this matter, by supplying information and suggestions about books on and off the prescribed lists, through reviews by teachers who have used them. Three such reviews appear below, and more will come later.

The A.T.A. Library too is anxious to help. It has already added a number of new titles to its list, and further additions will be reported in this Corner. Its loan regulations are generous, and its books should be in wide circulation.

Are you in need of a reference on a particular topic, for your own information or the student's? Have you found a particular book especially helpful? Won't you write to this Corner, asking or telling about it?

FOR GENERAL MATHEMATICS

A project on the topic of Life Insurance might possibly be worked up by using together two books which may be borrowed through an insurance agency. They are *Life Insurance, A Legalized Racket* by M. and E. A. Gilbert (Farar & Rinehart, 1936), and *Life Insurance Speaks for Itself* by M. Albert Linton (Harper & Brothers, 1937). The first of these aims to debunk the investment value in life insurance, while the second is a reply.

PROGRAMME OF STUDIES (Bulletin 1): TRIGONOMETRY

Page 23: "Wherever possible, the teacher should introduce other applications of Trigonometry". What others do you know about? Could someone tell us something about trigonometry in navigation (marine or aeronautical), artillery work, and elsewhere?

* * *

FIELD WORK IN MATHEMATICS by Shuster and Bedford. American Book Co. (W. J. Gage and Co., 82 Spadina Ave., Toronto.) Price \$1.30 (list).

Reviewed by W. A. Morrison, M.A., The High School, Sherbrooke, P. Q.

FIELD work is one method of securing and maintaining interest in Geometry and Trigonometry. Students find more meaning and interest in the rather abstract theorems, propositions and formulae of these subjects when they apply them to the solution of such problems of local interest as the height of the "Pool" elevator, the width of the river, or the distance to some conspicuous landmark.

This type of practical work requires instruments and a knowledge of how to use them. The instruments can fre-

quently be borrowed locally or they can be improvised. And a knowledge of what can be done and how to do it can be obtained from *Field Work in Mathematics*.

This book is written to help teachers who have not had previous training in the use of surveying and measuring instruments.

There are chapters describing and discussing the use of the following instruments: the angle mirror, the hypsometer and clinometer, the plane table, the vernier, the sextant and the transit. There are also chapters on scale drawing, linear measurement, scouting, and methods of finding areas.

A particularly important chapter is that on "Approximate Data and Standard Numbers". This topic is rarely mentioned in High School, yet the concept behind it, that all measurements are inaccurate, and that the degree of accuracy with which the measurement is made and with which it is written down should correspond to the use to which it is to be put, is of very great practical importance.

There is also a chapter on the slide rule, which will be of increasing value as this useful instrument is being introduced more and more into high schools.

Each chapter and each topic is illustrated with clear and helpful drawings and is accompanied by exercises to test the reader's understanding of the explanations. Answers to the exercises are given.

An appendix contains various proofs and other useful data. There is also a complete set of four place tables of logarithms, antilogarithms, trigonometric functions and logarithms of trigonometric functions. An index makes it easy to find any particular topic.

Incidentally, the teacher who makes a few of these measurements will see more clearly some of the advantages of a unified course in high school mathematics rather than separate courses in Algebra, Trigonometry and Geometry.

Field Work in Mathematics may be obtained from the A.T.A. Library.

* * *

CHEMISTRY AND YOU

By Hopkins, Davis, Smith, McGill and Bradbury
Lyons & Carnahan. New York

Reviewed by Geo. R. Conquest, Edmonton

THE hope of the five authors of this book was to provide a text book for high schools which would give not only the usual proper balance between "pure" and "applied" chemistry but also, a much rarer balance, between "pure and applied chemistry" and "you". The emphasis was to be as much upon the student as upon the subject. They were not satisfied with the belief that illustrations and examples are necessarily more "forcible and interesting" (Littler's Preface) because they are taken from the industries and resources of the country in which the student happens to live. The authors hoped to get "Chemistry" and "You" together in a much more intimate manner by using numerous illustrations drawn from the everyday life of the student. Arguments of the home, visits to the corner drug store, opinions of Dad and the little sister, the failures and successes in the kitchen, making a profit or taking a loss, hot discussions between John and Fred at school, camping trips—such is the stuff that enables these gentlemen to illustrate and apply the principles of Chemistry. How successful they have been may

be guessed by any Chemistry teacher who is struggling to make the subject matter of the conventional text live for the student; how successful they have been can be measured only by using the book as a text in the classroom.

The material is broken up into 16 units which occupy 755 pages; 47 additional pages provide a useful appendix containing adequate tables of constants, tests, Gas Law problems, a list of chemical names and formulas of various common substances, a glossary of pronunciations and meanings and an index. Units I to VII (263 pages) would make a Chemistry I Course; Units VIII to XVI (406 pages) together with a review of earlier principles would provide a Chemistry II Course, both courses between two covers. Littler's Laboratory Course might well dovetail into the various units.

Each unit is organized in the same manner. "Looking Ahead", after a brief pep talk outlines the specific problems in the unit. 77 problems make up the 16 units. At the end of each unit is assimilative material. "Reading for Pleasure" is the reference list heading. "Applying in Life what you have learned in Chemistry" gives the life situations. These are often dressed up in conversation. "Putting Chemistry to Work" heads a list of the usual type of Chemistry question. "How good are you at solving problems?" is the query on the top of the regular type of chemical problem. "Research and Activities you will Enjoy" lists experiments, topics for forums, charts to be constructed, topics for guest speakers. "Summary Test" gives a good summary in question form. "Closing the Unit" does so in a page of consolidation.

Word equations are introduced early in Unit II. Formulas are slipped in and applied to equations without any fuss, the student merely reading them until Unit VI when they are formally presented. The Electron Theory comes early in Unit IV and is then made a tool to assist in the remaining 55 problems. It is not a point of departure or an appendage. There is good discussion of Oxidation and Reduction in the light of the Electron Theory. There seems a much better balance between Metallurgy and Organic Chemistry than Alberta texts have so far obtained. Structural formula are also more adequately presented. Unit X: The Colloidal State is a significant addition to High School Chemistry. Photographs are generously used, diagrams of apparatus "set-ups" are of the cross-sectional type instead of the perspective sketch or drawing. Line charts of the family tree type are numerous. Graphs are sprinkled in for seasoning.

The five authors, one a university professor and the other four high school teachers—surely a good balance of authorship for a high school text (See *Atlantic Monthly*, Dec. 1940, "The Reform of the Schools")—say that "pupils in high school Chemistry classes should learn to use the processes of reflective thinking and problem-solving that are best adapted to the solution of problems which most often present themselves in daily life." (Preface).

Chemistry and You gives the student just such opportunities.

This should be an excellent book to give to the graduates of the enterprise system for use either as a reference book or as a text book for the Chemistry I and II Courses.

You can borrow it from your A.T.A. Library.

SCIENCE IN GENERAL EDUCATION

(D. Appleton-Century. New York. 591 pp. \$3.00)

By the Science Committee of the P. E. A.

Reviewed by THEO. C. SEGSWORTH, Lethbridge

THIS book is a report of the Committee on the Function of Science in General Education. It is intended to give suggestions to science teachers for the re-thinking of science education with the immediate purpose of improving science teaching, and with the ultimate aim of reorganizing science teaching along the lines of the philosophy of the Progressive Education Association.

Whatever the science programme for a school system may be, the purpose of science in general education cannot be considered apart from the purpose of general education as a whole. To state the purpose of general education is to state the objectives of general education. The same is true for science in general education. The objective of science in general education should be in harmony with objectives for general education.

Part I makes explicit a basic point of view on the purpose of general education in a democracy and the function of science teaching in relation to it. It is suggested that the individual in his living develops needs which take the form of "tensions" within the organism. The committee proposes that "the purpose of general education is to meet the needs of the individuals in the basic aspects of living in such a way as to promote the fullest possible realization of personal potentialities and the most effective participation in a democratic society."

Part II "details a corresponding analysis of the role of science teaching in providing experiences—in personal living, in immediate personal-social relationships, in social-civic relationship and in economic relationships—that are conducive to personal growth and effective social participation in a democracy."

The Committee proceeds to analyze the various needs in these areas (e.g. the need for self-assurance, the need for esthetic satisfactions) and to suggest procedures by which the science programme may be arranged to contribute to meet these ends. The discussion of the needs is very extensive and involved. For example the topic "The need for effective action in solving basic economic problems" is expressed in six major generalizations. The second is "Natural energy is controlled and used for the purpose of economic life." There is drawn up a tentative list of questions bearing on this major generalization; the eighth is, "Should government compete with private industry in the exploitation of natural resources?" A student activity at this point might be to "make a study of all phases of the topic 'government competition with private industry in the manufacture and sale of electric power'." The suggestions are by way of illustration rather than positive recommendations.

Part III deals with the individual student—understanding him and dealing with him as an unique personality, and evaluating his progress toward an "ever-increasing personal adequacy and social effectiveness".

The first chapter of this section is really a treatment of the psychology of the adolescent, and in my mind has no particular bearing upon science teaching. The second chapter considers such tests as would measure a student's progress in "developing the ability to think reflectively," or

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would measure development of "creativeness". Validity and reliability of such tests are not mentioned.

The appendix consists of outlines of a course in functional chemistry, a fused physical science course (which to me appears to be a re-hash of Lynde's *Physics of the Household*), a unit on public health, and a unit on genetics. It took the reviewer almost a year to read the book. Its appeal depends upon whether the teacher accepts the philosophy and methodology of the P.E.A. The authors do not submit evidence to show that their methodology is the correct one, or is developed sufficiently to warrant substituting it for the present courses. Furthermore they do not show conclusively that the newer techniques achieve the desired results.

Nevertheless the alert teacher will find many valuable suggestions which should assist in self-criticism of subject matter and methods, and in this lies its true value. The bibliographies are comprehensive and most up-to-date. The book is well worth reading, but do not plan to read it in a week!

A copy is in the A.T.A. library.

♦ ♦ ♦

BOOKS AND PAMPHLETS

(All Books and Pamphlets on this list are free)

From the Department of Public Relations, General Motors Corporation, Detroit: *Electricity and Wheels*—by Ralph A. Richardson, paper, 32 pages, 1939. *Research Looks to New Horizons*—traces the origins and growth of research, and tells what research is contributing to automotive progress and the development of new industries. When the

Wheels Revolve—paper, 20 pages, 1935. A description of the operation of the automobile from the pistons to the rear wheels, using familiar objects from the home and office to illustrate the principles involved. *Diesel, The Modern Power*—discusses the past, present and future of the Diesel engine. *Metallurgy and Wheels*—paper, 47 pages, 1938. The story of iron and steel from prehistoric times, with special attention to the part these metals play in the automobile industry.

From the Laboratory and Pharmaceutical Division, Corning Glass Works, Corning, N.Y.: *Famous Names in Chemical History*, Joseph Priestley, paper, 16 pages, 1938. This pamphlet will be useful to the pupils of Grade XI when they study the chapter on oxygen. A copy can be obtained for each member of the class.

From Canadian Industries Ltd., Montreal, P.Q.: *Chemical Sketches*—Paper, 6 pages. Some interesting highlights from the life and work of Berzelius, Scheele, Priestley, Gay-Lussac, Thenard, Glauber and Leblanc are brought out in six sketches which are gathered together in this booklet. *C-I-L Oval*—a magazine of Industrial Chemistry. New chemical processes and materials are described with many illustrations. These articles will make pupils realize that chemistry plays an important role in modern life. Published every three months.

From Fisher Scientific Co., Montreal: *The Laboratory*—published periodically for those interested in keeping informed of the latest developments of laboratory apparatus and technique.

The Educational Review (St. John, N.B.)

How to Prepare the New Era

HENRI de SAVOYE, B.A., L.L.B.

AMID the darkness of the present days everyone is visualizing a new era, a new world, a new society, that will blossom out after the war. But how will that new age originate? Who will construct that new society that we expect and of the coming of which we feel certain?

Will the new civilization be built over night through laws enacted by Houses of Commons? Evidently no. A law can be put into effect only if it is endorsed by the population; it is therefore in the peoples, in the individuals that a change must first take place.

It is an old saying that a nation has the government it deserves. Which also means that if the peoples on earth wish to enjoy better forms of government, they must, first of all, improve themselves.

It was interesting to hear Mr. Harold L. Weir, associate-editor of *The Edmonton Bulletin* stress that idea before the members of the Rotary Club, last month. "It becomes increasingly clear", said he, "that whatever improvement we effect in democracy after the war, will have to be effected, not through amendments to the present system, but through the improvement of the individual".

These words constitute a direct appeal to the teaching profession, since the individuals that are to be found improved tomorrow are the children of today.

Some persons, sick at heart with the long series of wars out of which history is made, doubt whether human nature may improve at all; others cannot realize what is the process through which men are improving. The process however is simple.

We never act, we never speak unless we have first thought, first made an image of what we are going to do. Complete action is made up of two steps: thinking-realizing;

and once the thought-image has been created, realization in action almost necessarily follows.

This gives the key to the process of moral improvement: to fill the minds of children with ideals, with the ideals that one wishes to be the pillars of tomorrow's society.

Not with theoretical ideals, but with ideals made concrete, applied by the child to his own life, to his own actions. The child's mind should always be alert, always busy considering—which means preparing—his future actions.

The child, for example, should depict himself acting rightly on every occasion that may present itself; should imagine himself always treating the other fellow as he would like to be treated himself; should never think of himself otherwise than as an individual of the human group.

The teacher may ask: "How can I make the child think in a definite way, since his will and mind are free?"—How? By all the means that a teacher has at his disposal, and they are many. First by his oral teaching; which does not mean that he must be preaching sermons, but that he must always make clear what "he" thinks is right, what "he" esteems, what "he" glorifies.

Another still more effective manner of influencing the child is by the compositions that the child writes. More effective, because it is then the child himself who does the thinking, the child who depicts himself, who imagines himself accomplishing the actions that he attributes to the hero of the story. In doing so the child is going through the first step of the action, the thinking; and is preparing the second step, realization, which is the unavoidable sequence of the first. He is therefore, while at school, creating in advance the actions that he will perform tomorrow as a man.

If the subjects of the compositions are well chosen, the teachers by this process, are fashioning the new order that will emerge out of the present industrial, commercial, financial and social chaos, all having their root in the moral chaos.

It is not therefore by forcing external laws on nations that humanity will be transformed, but by changing first the hearts and minds of the individuals, and they are changed according to the law that "we become what we think".

Report on *LaZerte Survey Tests* in Arithmetic

THE December testing program in Arithmetic which followed the 1940 Summer School course on the Psychology and Supervision of Arithmetic, was highly successful. Approximately nine thousand copies of the test were used by the Alberta teachers and a sufficient number of these tests were returned to the College of Education to permit of tentative norms being calculated for them. The author of the tests wishes to thank all teachers who co-operated by returning the tests after they had been marked in the individual schools.

Tentative Norms

Immediately below are given the norms for the tests used in Grades II to IX inclusive:

Grade	Possible Score on Test	75% of pupils scored above	50% of pupils scored above	25% of pupils scored above
2	177	141	157	163
3	98	42	55	66
4	90	33	43	54
5	102	39	55	67
6	120	44	60	75
7	168	51	67	80
8	123	65	80	91
9	Entire Test 180	72	88	107
	Algebra 80	24	33	42
	Geometry 100	43	55	66

Grade II.

- Test A: Part 1. Addition—average score 84%
 Part II. Subtraction—63%
 Test B: Part 1. (20 questions)—70%
 Part 2. (9 questions)—84%
 Part 3. (5 questions)—51%
 Part 4. (10 questions)—60%

Grade III.

- Test A: Part 1. (20 Spellings) average score 53%
 Part 2. Number System (10 questions)—71%
 Part 3. General Information (5 questions)—64%
 Part 4. Language (11 questions)—58%
 Part 5. Addition (12 questions)—72%
 Part 6. Subtraction (10 questions)—46%
 Test B: (10 problems)—41%

Grade IV.

- Test A: Part 1. Spelling (8 questions)—average score, 52.8%
 Part 2. Number System (5 questions)—65.3%
 Part 3. Denominate Numbers (16 questions)—42.5%
 Part 4. Fractions (10 questions)—51.2%
 Part 5. Addition (4 questions)—74.8%
 Part 6. Subtraction (8 questions)—65.6%
 Test B: Part 1. Multiplication (12 questions)—58.9%
 Part 2. Division (14 questions)—47.8%
 Part 3. (10 problems)—30.4%

The percentage score on each of the 10 problems was as follows.

- (1) 27.5 (2) 44.2 (3) 60 (4) 23.3 (5) 3.3
 (6) 14.2 (7) 17.5 (8) 30.8 (9) 52.5 (10) 30.8

Grade V.

- Test A: Part 1. (14 Spelling)—average score 64.3%
 Part 2. Number System (7 questions)—45.7%
 Part 3. Language (5 questions)—52%
 Part 4. Denominate Numbers (6 questions)—23.3%
 Part 5. (10 problems)—18%
 Test B: Part 1. Addition (6 questions)—85.2%
 Part 2. Subtraction (6 questions)—80%
 Part 3. Multiplication (8 questions)—67.5%
 Part 4. Division (6 questions)—67%
 Part 5. Fractions (12 questions)—55.8%

Grade VI.

- Test A: Part 1. Vocabulary—average score 60.8%
 Part 2. Generalizations—37.6%
 Part 3. Graphs—10.7%
 Part 4. Fractions—60.8%
 Test B: Part 1. Addition—70.7%
 Part 2. Subtraction—56.3%
 Part 3. Multiplication—54.2%
 Part 4. Division—49.4%
 Test C: (Problems)—32.5%

Grade VII.

- Test A: Part 1. Spelling—average score 60%
 Part 2. Number System—25.8%
 Part 3. Graphs—17.7%
 Part 4. Common Fractions—60.8%
 Test B: Part 1. Decimal Fractions—58.3%
 Part 2. Percentage—35.2%
 Part 3. Problems—16%

Grade VIII.

- Test A: Part 1. (16 Spellings)—average score 62.9%
 Part 2. Addition (12 questions)—67.9%
 Part 3. Subtraction (13 questions)—78.6%
 Part 4. Multiplication (13 questions)—70%
 Part 5. Division (17 questions)—64.8%
 Part 6. Percentage (32 questions)—64.1%
 Part 7. Denominate Numbers (8 questions)—53.1%
 Test B: Part 1. Graphs (3 questions)—13.6%
 Part 2. (9 problems)—22.2%

Grade IX.

- Algebra Test: Part 1. Spelling—average score 67.1%
 Part 2. Formulas—55.6%
 Part 3. Symbolism—86.1%
 Part 4. Equations—42.9%
 Part 5. Graphs—14.6%
 Part 6. Problems—28.3%
 Geometry Test: Part 1. Spelling—71.2%
 Part 2. Language—59.4%
 Part 3. Angles—74.4%
 Part 4. Congruence—59.1%
 Part 5. Theorems—30.7%
 Part 6. Constructions—33.6%
 Part 7. Proofs—27.8%

The next testing program will begin about the end of May. Information regarding tests and procedures will be given in the April and May issues of this Magazine. Please watch for this. All teachers who gave the December tests, and probably others, will want to give the tests which cover the entire year's work.

M. E. LaZERTE,
 Principal, College of Education,
 University of Alberta.

Verse Speaking and Elocution Selections

Alberta Musical Festival

A committee has been formed of Edmonton teachers, representing all the divisions of both Separate and Public Schools to assist the Alberta Musical Festival Association, especially with the voice work in the coming Festival in Edmonton, May 12 to 16.

This committee is anxious to minimize the competitive aspect of the Festival and to that end is urging teachers who wish to do so to enter their classes for criticism only, not for grading and placing.

The selections below have for the most part met with the approval of the committee, but where entrants are not competing they need not use the prescribed selection; they may choose what they please and expect to be judged on their choice. The committee is anxious to have as many entries and as much interest as possible. Suggestions will be most heartily welcomed.

THE BIRD'S LULLABY

Pauline Johnson

Sing to us, cedars; the twilight is creeping
With shadowy garments, the wilderness through;
All day we have caroled, and now would be sleeping,
So echo the anthems we warbled to you;
While we swing, swing,
And your branches swing,
And we drowse to your dreamy whispering.

Sing to us, cedars; the night-wind is sighing,
Is wooing, is pleading, to hear your reply;
And here in your arms we are restfully lying,
And longing to dream to your soft lullaby;
While we swing, swing,
And your branches swing,
And we drowse to your dreamy whispering.

Sing to us, cedars; your voice is so lowly,
Your breathing so fragrant, your branches so strong;
Our little nest-cradles are swaying so slowly,
While zepthers are breathing their slumberous song.
And we swing, swing,
While our branches sing,
And we drowse to your dreamy whispering.

GRADE I VERSE SPEAKING

By Queenie Scott Hopper

Amy Elizabeth Ermytrude Annie
Went to the country to visit her Grannie.

Learnt to churn butter and learnt to make cheese,
Learnt to milk cows and take honey from bees.

Learnt to spice rose-leaves and learnt to cure ham,
Learnt to make cider and black-currant jam.

When she came home she could not settle down—
Said there was nothing to do in the town.

Nothing to do there and nothing to see:
Life was all shopping and afternoon tea!

Amy Elizabeth Ermytrude Annie
Ran away back to the country and Grannie.

GRADE I ELOCUTION

THE CUPBOARD

By Walter de la Mare

I know a little cupboard
With a teeny tiny key,
And there's a jar of lollipops
For me, me, me!

It has a little shelf, my dear,
As dark as dark can be,
And there's a dish of Banbury cakes
For me, me, me!

I have a small fat Grandmama
With a very slippery knee,
And she's keeper of the cupboard
With the key, key, key!

And when I'm very good, my dear!
As good as good can be,
There's Banbury cakes and lollipops
For me, me, me!

ELOCUTION FESTIVAL—GRADE II

SOMETIMES

Some days are fairy days. The minute that you wake
You have a magic feeling that you never could mistake;
You may not see the fairies, but you know that they're about,
And any single minute they might all come popping out;
You want to laugh, you want to sing, you want to dance and
run,
Everything is different, everything is fun;
The sky is full of fairy clouds, the streets are fairy ways
Anything might happen on truly fairy days.

Some nights are fairy nights. Before you go to bed
You hear their darling music go chiming in your head;
You look into the garden and through the misty grey
You see the trees are waiting in a breathless kind of way.
All the stars are smiling; they know that very soon
The fairies will come singing from the land behind the moon.
If only you could keep awake when Nurse puts out the light
Anything might happen on a truly fairy night.
—Rose Fyleman.

GRADE IV ELOCUTION

BAD SIR BRIAN BOTANY

By A. A. Milne

Sir Brian went a journey, and he found a lot of duckweed;
He went among the villagers and blipped them on the head.
On Wednesday and on Saturday, but mostly on the latter day
He called at all the cottages, and this is what he said:
"I am Sir Brian!" (ring-ling)
"I am Sir Brian!" (rat-tat)
"I am Sir Brian, as bold as a lion—
Take that!—and that!—and that!"

Sir Brian had a pair of boots with great big spurs on,
A fighting pair of which he was particularly fond.
On Tuesday and on Friday, just to make the street look tidy,
He'd collect the passing villagers and kick them in the
pond.
"I am Sir Brian!" (sper-lash!)
"I am Sir Brian!" (sper-losh!)
"I am Sir Brian, as bold as a lion—
Is anyone else for a wash?"

Sir Brian woke on morning, and he couldn't find his
battleaxe;
He walked into the village in his second pair of boots.
He had gone a hundred paces, when the street was full of
faces,
And the villagers were round him with ironical salutes.

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"You are Sir Brian? Indeed!
 You are Sir Brian? Dear, dear!
 You are Sir Brian, as bold as a lion?
 Delighted to meet you here!"

Sir Brian went a journey, and he found a lot of duckweed;
 They pulled him out and dried him, and then blipped him
 on the head.

They took him by the breeches, and they hurled him into
 ditches,

And they pushed him under waterfalls, and this is what
 they said:

"You are Sir Brian—don't laugh,
 You are Sir Brian—don't cry;
 You are Sir Brian, as bold as a lion—
 Sir Brian, the lion, good-bye!"

Sir Brian struggled home again, and chopped up his battle-
 axe,

Sir Brian took his fighting boots, and threw them in the
 fire.

He is quite a different person now he hasn't got his spurs on,
 And he goes about the village as B. Botany, Esquire.

"I am Sir Brian? Oh, no!
 I am Sir Brian? Who's he?
 I haven't got any title, I'm Botany—
 Plain Mr. Botany (B)."

GRADE VI—ELOCUTION THE HOUSE WITH NOBODY IN IT

Whenever I walk to Suffern along the Erie track
 I go by a pood old farmhouse with its shingles broken and
 black,

I suppose I've passed it a hundred times, but I always stop
 a minute

And look at the house, the tragic house, the house with
 nobody in it.

I never have seen a haunted house, but I hear there are
 such things;

That they hold the talk of spirits, their mirth and sorrowings.
 I know this house isn't haunted, and I wish it were, I do;
 For it wouldn't be so lonely if it had a ghost or two.

This house on the road to Suffern needs a dozen panes of
 glass,

And somebody ought to weed the walk, and take a scythe
 to the grass.

It needs new paint and shingles, and the vines should be
 trimmed and tied;

But what it needs the most of all is some people living inside.
 If I had a lot of money and all my debts were paid,
 I'd put a gang of men to work with brush and saw and spade,
 I'd buy that place and fix it up the way it used to be
 And I'd find some people who wanted a home and give it to
 them free.

Now, a new house standing empty, with staring window and
 door,

Looks idle, perhaps, and foolish, like a hat on its block in
 the store.

But there's nothing mournful about it; it cannot be sad and
 lone.

For the lack of something within it that it has never known.

But a house that has done what a house should do—a house
 that has sheltered life,

That has put its loving wooden arms around a man and his
 wife,

A house that has echoed a baby's laugh and held up his
 stumbling feet,

Is the saddest sight, when its left alone, that ever your eyes
 could meet.

So, whenever I go to Suffern along the Erie track
 I never go by the empty house, without stopping and looking
 back,

Yet it hurts me to look at the crumbling roof, and the
 shutters fallen apart,

For I can't help thinking the poor old house is a house with
 a broken heart.

—Joyce Kilmer.

A PRAYER By John Drinkwater

Lord, not for light in darkness do we pray,
 Nor that the veil be lifted from our eyes,

Nor that the slow ascension of our day
 Be otherwise.

Not for a clearer vision of the things
 Whereof the fashioning shall make us great,
 Not for remission of the peril and stings
 Of time and fate.

Not for a fuller knowledge of the end
 Whereto we travel, bruised yet unafraid,
 Nor that the little healing that we lend
 Shall be repaid.

Not these, O Lord. We would not break the bars
 Thy wisdom sets about us; we shall climb
 Unfettered to the secrets of the stars
 In thy good time.

We do not crave the high perception swift
 When to refrain were well, and when fulfill,
 Nor yet the understanding strong to sift
 The good from ill.

Not these, O Lord. For these Thou hast revealed,
 We know the golden season when to reap,
 The heavy-fruited treasure of the field,
 The hour to sleep.

Not these. We know the hemlock from the rose,
 The pure from stained, the noble from the base
 The tranquil holy light of truth that glows
 On Pity's face.

We know the paths wherein our feet should press,
 Across our hearts are written Thy decrees,
 Yet now, O Lord, be merciful to bless
 With more than these.

Grant us the will to fashion as we feel,
 Grant us the strength to labour as we know,
 Grant us the purpose, ribbed and edged with steel,
 To strike the blow.

Knowledge we ask not—knowledge Thou has lent,
 But, Lord, the will—there lies our bitter need,
 Give us to build above the deep intent
 The deed, the deed.

The Committee of the Edmonton Branch of the Alberta
 Musical Festival has been fortunate in obtaining the services
 of Mrs. Jean Campbell, L.T.C.L. of Winnipeg, to act as
 Adjudicator for the Elocution and Verse Speaking Classes
 at the forthcoming Provincial Musical Festival.

Mrs. Campbell is a graduate of Glasgow University. She
 is Director of Speech and Dramatic Art at St. Mary's Academy,
 Winnipeg, and is well known throughout the West as a
 Speech Adjudicator, having acted in that capacity at
 Festivals in British Columbia and Manitoba.

NOTICE TO EDITORS OF SCHOOL PAPERS

The Sandy Lake School wishes to exchange copies of its school-
 paper, "The Sandy Lake Companion", for copies of any other school's
 paper or souvenir publication. Please communicate with—
 Tom Sawyer, Editor—R.R. 2, South Edmonton, Alberta.



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HEALTH FOR RURAL NEW CANADIANS (Part I)

Young Canada Speaks

*It matters not from where our parents came,
Their aim in life, their purpose was the same;
To make a home and hope that some day we,
Their children, good Canadians would be.*

*It matters not from where our parents came,
We are Canadians; by right of birth, free
To love this land that we call Home—
From coast to coast, from sea to sea.*

*It matters most that we united stand
And help to build in this "Our home and native land"
A people strong in body and in mind;
CANADIANS, the best of every race combined.*

(Mrs. S. W. Skilling, in the *Calgary Herald*)

THIS department is glad to begin the New Year with a contribution from a parent to whom that first stanza is true. Mrs. Skilling tells us, "In the work of our Home and School Association I have met parents of every nationality, and know their children also. It was one morning this fall that I composed *Young Canada Speaks* after watching a group of these children (my own little girl among them) trooping off to school.

Whatever district you may be in, whatever the attitude of the parents, your pupils have the undeniable, if unspoken, right of that second stanza, "We are Canadians, by right of birth."

That being true, let us teachers repeat the third stanza softly, a vow for 1941, our pledge to Young Canada.

* * *

BIRTH REGISTRATION—One of the First Steps in Health for Rural New Canadians.

The basis of all public health work is accurate vital statistics, the bookkeeping of public health. "It is the doctor's duty to send notification of birth to the registrar, but it is the parents' duty to make the registration."

In 1931 doctors reported a widespread neglect by various immigrant peoples of this important duty. A few, like the Doukhobors, opposed registration as a matter of conscience, but most of the neglect was simply because the immigrants did not know or understand the regulation. In many parts of Europe birth and death registration was left in the hands of the priest, and it has taken some time for the Ukrainians, for example, to learn that it is otherwise in this country.

If the neglect was very widespread only ten years ago, it might be well worthwhile still for teachers to check up on this matter. Who else is to look out for this birthright of the innocent baby Canadians, especially in the outlying districts where there may be no doctor at his birth and the parents don't understand their duty?

The implications and illustrations of the following basic points would be a practical citizenship-health lesson: The public health departments of Canada need a record of births, but besides that a birth registration is very valuable to you. You need a birth certificate when you grow up—

1. To prove you are a Canadian citizen (and therefore have the right to vote, travel, etc. with the privileges of Canadian citizenship).
2. To prove inheritance rights.
3. To establish correct age (as required for many positions such as civil service positions; for insurance companies, etc.)
4. To prove your right to hold public office.

Ordinarily the form for registration may be obtained from the doctor, and forwarded to the Clerk of the Municipality. If there is no doctor, at least in every district there is a local Registrar who is usually the Postmaster, with whom all births, marriages and deaths within the district must be registered; births within one month, marriages within three days, deaths within twenty-four hours and before burial takes place. It would be a practical "activity" to find out where to get forms locally, and who the local Registrar is.

Once registered, birth certificates can always be obtained from the Registrar of Vital Statistics, Vital Statistics Branch, Administration Building, Edmonton. If any of your pupils discover that they have not been registered, this would be the place to enquire for rectifying this omission which can cause them so much future trouble.

SOME GENERAL "ATTITUDE" PROBLEMS

Sometimes native-born, city-bred young people become the teachers in rural districts remote from medical aid. Nothing in their past experience has fitted them to understand or cope with the home conditions they see. If in addition the community is largely non-English, there is a total health situation that is something pretty new to the teacher. A progressive health programme will have to be aimed at both the special attitudes and special conditions of the community.

The attitudes may be something the incoming teacher would never imagine. In *The Ukrainian Canadians* (by Charles H. Young and published by Thos. Nelson and Sons, 1931) the following customs are reported. (We do not suggest that such attitudes and customs do exist in your community, but we do suggest that you find out if they exist or just what the prevailing attitudes are?)

"It must not be thought that the communities are without ways and means and practices of their own with which they attempt to meet the crises involved in time of sickness. These practices come out of a long past during which there has been built up an intricate system of traditions and superstitions on the one hand, and on the other, actual ways of meeting the needs, ranging from the most elementary methods to the professional services of midwives and old women in their midst. . . . The use of herbs and simple remedies is common knowledge to the Ukrainian housewives. They make a drink out of slough weeds for colds. . . . Cupping (drawing blood to or from the skin of a body by means of the vacuum created by a small bell-shaped glass) is very common with them as it among other immigrant groups, a doctor in a settlement hospital telling us of a foreign-born woman brought in one day with nearly fifty cups on her! Akin to cupping is the almost universal use of an oval leaf for drawing purposes. Blood letting is practised by means of leeches. . . . For abdominal troubles they resort to massage, thinking that an organ is dislocated and in this way endeavoring to replace it! According to one of the doctors, this is one marked instance where a native custom has definitely hindered efficient medical treatment.

"Along with the foregoing remedies, to some of which indeed, our immediate ancestors may have subscribed, are those of a more occult nature. Old women in the districts often resort to signs and magic methods, such as melting wax or lead, pouring it in water and from the shapes it assumes diagnosing the case and treating it accordingly. Again among the older people it is quite the proper thing to drive away by prayer the evil spirit possessing the sick person."

If any such attitudes exist they are bound to hinder improved health practice and acceptance of such medical aid as is introduced. Therefore the teacher may feel that her lessons are definitely practical if she gets across the **basic ideas of cause and effect** in health, as contrasted to superstition and indifference.

"This brings us to the crux of the question, namely education," says Mr. Young at the end of his chapter on health, "In lieu of more adequate medical services and as a means of encouraging a more extensive use of such as are already available, health education of the younger generation offers the most attractive and promising field of effort. The teaching of hygiene in the schools so as to meet the health problems of the New Canadian home—the value of cleanliness—the **place of the doctor in the scheme of things**—will go a long way towards removing such obstacles as are inherent in the culture and tradition of these people.

"While the older people do not take so readily to education they are, nevertheless, capable of absorbing much information that is definitely helpful. A Red Cross Nurse assured us that the New Canadian women are not so custom-bound that they will not discard an old custom for one shown to be more efficient.

"The health approach to both old and young will be greatly facilitated if care is first taken to enlist the co-operation of New Canadian leaders, either locally in the person of the priest or a prominent citizen, or generally through the church leaders or the editors of the several newspapers. Such individuals are more easily convinced, and (among Ukrainians at least) they are, without exception anxious to improve the position of their countrymen. Once they have secured the confidence and co-operation of their people, any programme calculated to advance public health may be considered as reasonably sure of success."

HEALTH OF THE MOTHER AND CHILD

When it comes to meeting the health needs of New Canadian districts no practical programme can ignore the fact that there are extremely high maternal death rates and a very prevalent broken down condition of mothers.

"Of the many native practices, perhaps the most important are associated with childbirth. No preparations are made for the child and little is done for it after it arrives. The mother works up to a few hours before confinement, and she is rarely in bed four days after it. . . . The women are generally stronger, mature earlier and suffer less, it seems, than do those of British stock. . . . Doctors are unanimous in attributing the undue proportion of abdominal diseases among the women not only to the frequent pregnancies but also, and in a major degree, to the lack of rest and neglect during pregnancy, as well as to the inexperience of the woman who officiates at the confinement. . . . In the country as a rule she is just some neighborly housewife who is generally without training."

Within the last ten years there have been many movements for the betterment of medical aid in rural districts. Younger generations of New Canadians supported and use the hospitals at Lamont, Smoky Lake, and Vegreville for example. Health Units were being proposed years ago and one of the provincial health department's 1940 publications is an excellent little bulletin describing these and reiterating, "If our rural population is to enjoy the health advantages now enjoyed by our urban population, then some such organization as has been found effective in the control of disease and the conservation of life must be set up to meet the great needs for this service in our rural districts."

It is hoped some of the points made in this article will impress citizens with the great need for supporting the establishment of such services. Teachers by promoting such support can bring about an environment where their health education can be more practically followed up.

However the fact remains that "in Canada each year some 20,000 mothers are without medical attendance for the birth of their babies." (See p. 68 of *The Canadian Mother and Child*, Dominion Dept. of Health Publication, 1940.) If such is the case in your district, it is important to Canada's national health that **someone** educate for: better care of the mother, practice of even the most elementary principles of hygiene and the use of antiseptics. It is **important** that every rural district especially have at **least** one copy of the following publications, free for the asking and yet not widely used or known about.

1. *The Canadian Mother and Child* available from the Department of Pensions and National Health, Daly Building, Ottawa.

This is a **must** for anyone interested in Canadian mothers and babies. It includes a chapter for use in cases where a doctor cannot possibly be present, and this information should undoubtedly, though diplomatically, of course, get into the hands of whoever is taking the doctor's place. This book goes to such practical lengths as recipes and knitting instructions, (elements of Canadianism which we sometimes don't realize are mysteries to some foreign-born women.)

2. *Alberta Mother's Book* available from Provincial Department of Health.

3. *Some Common Ailments of Childhood* (and Simple Information for Nursing the Sick Child in his Own Home) published by the Canadian Welfare Council and available from the Provincial Department of Health. This source also publishes other extremely interesting though largely urban material.

In addition to these up to date books, WE TEACH NEW CANADIANS issues a call for all teachers to watch for an old series of booklets now out of print, but formerly put out by the Dominion Department of Health, and bearing the following titles:

The Mother Series.

The Canadian Mother's Book; How to Take Care of the Baby; How to Take Care of the Mother; How to Take Care of the Children; How to Take Care of the Father and the Family.

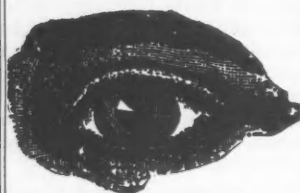
The Home Series.

Beginning Our Home in Canada; How to Make an Outpost Home in Canada; How to Build Our Canadian Home; How to Prevent Accidents and Give First Aid.

The Household Series.

Canadians Need Milk; How We Cook in Canada; How to Take Care of Household Waste; Household Accounting Costs in Canada.

These "Little Blue Books" are recommended in Robert England's *The Central European Immigrant* as exemplary of the type of thing that would fit the need of the New Canadian. The **unique and valuable** thing about these is that they



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are written in short primer-like sentences, just the thing for the learner of English, yet covering excellently material fitted to the rural scene.

Does it not seem possible to those who teach New Canadians that it would be worthwhile to reproduce some of these booklets and sponsor their use among New Canadians today? Therefore would any reader who has any of this series do us the real service of lending them to WE TEACH NEW CANADIANS for examination.

HOME FOOD AND SHELTER CONSIDERATIONS.

A teacher in a New Canadian district realized one day, that she was getting inexplicably rapt attention to a lesson about our old friend "The Feudal System." Suddenly something happened that prevented her ever using that neat lesson that she was wont to give Anglo-Saxon pupils on "The Decline of Feudalism."

One of the boys who had been so attentive burst out with this announcement, "Say, that is a whole lot like farming in old country when I live there. That's a lot more like old country farm than Canadian farm is like it."

These boys had come to Canada when they were between 10 and 15 and they could remember well the life in the old country. It was very different from Canada where each farmer had a separate farm with his house on it, maybe miles from his neighbor. It was more like this feudal system with the houses in a peasant village surrounded by fields and pasture land.

After school one of these boys stayed to do the janitor job. That boy, whom the teacher had never been able to draw out in composition periods, leaned on his broom and talked and talked. He told this Canadian city girl of a mud plastered house in the old country with a home-made brick stove for cooking and heating, and how on top of the stove was a brick platform on which the children used to sleep in cold weather. . . . He told of home spun clothes . . . of group life, folk dancing at market places, marriages and wakes that lasted for days. But then there was oppression too, like the old feudal oppression, taxes that couldn't be paid, landlords and their police, hardship and terror that they had escaped from to come to Canada. He said it was a joke that his father had wanted to settle on bush land rather than cleared places, because in the old country all those trees would have been worth a lot of money. He told how they had missed the villages, the market days, the Christmas and Easter gatherings that first cold lonely winter on a Canadian type of farm.

As that teacher listened it struck her for the first time how natural it was for these people to need to live in the much criticized blocs, and how much the old way of living differed from that of farming in Canada.

If you will consider your own New Canadian district, probably you will find that such things as getting the drinking and washing water, the provision for food storage, sleeping facilities, disposal of waste and toilet provision—all these things were differently handled in the old country. How can persons going into unsettled districts where there is no example of Canadian methods be expected to acquire spontaneously the best adjustment to Canadian conditions and Canadian standards?

In the city someone is always demonstrating a "model house". Where is the young Canadian architect who is going to work out practical models which can raise the standards of the homes of an agricultural west? The signs are hopeful. Rural short courses in agriculture and home economics are a step in the right direction. Citizens who realize there is a field here for education, not criticism, will accelerate progress in these lines.

It is admittedly discouraging sometimes to try to change old unsanitary waste disposal, care of privies (if any) etc. The teacher is really an artist who can teach such a vivid

lesson on the relation of dirt, flies, and disease, that action actually follows the lesson.

Some districts report improvement from the example of married teachers who have lived in teacherages and tried to make them examples of good house and yard keeping. The school through instruction and example can dispel a superstitious dread of ventilation.

Dominion Department of Pensions and Health publications include:

Home Treatment of Rural Water Supplies; Wells; Sewage Treatment for isolated houses and small institutions.

Foods.

It is our Canadian heritage that there can be a give and take in food recipes, as anyone can tell you who has tasted chicken done that Ukrainian way, steamed in cream, or has had Polish Bread or Scandinavian Luta-Fisk. (How do you spell it?)

However in some New Canadian districts there is a health problem of "diseases of the gastro-intestinal tract due to little variety of diet and large appetites."

Now if you are in a very conservative district it may be well to remember that a large number of the foods of the foreign born are well adapted to their needs and you may establish initial confidence by recommending their own foods.

In a most interesting little book, "Foods of the Foreign-Born" by Bertha M. Wood (Whitcomb and Burrows, Boston, 1922) Miss Woods tells of an immigrant suffering from indigestion and a fellow countryman said to him, "You come with me. I take you to the smartest woman you ever knew. She knows our foods; she tell you what to eat; you feel better."

The Ukrainian Canadians p. 229 describes, "The most popular soup is borsch—a sour soup prepared from beets previously fermented, and cream. Sometimes beans, peas or cabbage are also used. A common article of diet is *holbutzi*; these consist of buckwheat or rice wrapped in cabbage or beet leaves. Another very popular dish is *pyrohy*; used on special occasions such as Sundays or holidays. They are made of dough rolled thin and cut into small pieces. In these are wrapped mashed potatoes, or cheese or plums or pieces of meat. *Pyrohy* are eaten with melted butter or bacon or cream. Meat is too expensive to be used except on special occasions. Other dishes are potatoes with sour milk or dill pickles, beans, eggs, puddings, melon, soup, dry apples, prunes, etc. The list is imposing, but as a rule in the poorer homes, and most of them are poor, the diet is confined to one or two soups, relishes like dill pickles, and bread."

Perhaps you will find a different group of staples in your district. One teacher reports eggs, potatoes, cabbage, sour cream as an almost invariable diet. Almost universally there is the problem of fresh fruit and vegetables in winter.

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To stimulate and instruct for greater variety in the preparation of available foods we bring to your attention the following available pamphlets:

From the Provincial Department of Agriculture.

Meat Cookery; Value and Use of Milk; Variety in Use of Vegetables; The Preservation of Fruits; Vegetables and Meats.

From the Department of Health.

Salads; Preparation of the Less Tender Cuts of Meat; In Times Like These; The School Lunch.

Some teachers in New Canadian Districts have left a lasting impression on the district by lessons on "How to Make a Cake", "How to Make Cookies", "Entertaining Proudly with both Old Country and Canadian Foods". It is a lasting thing, too, to have your pupils write letters for pamphlets such as the above.

Co-operative Department

Next month we shall have Part II of Health for New Canadians discussing practical problems of getting medical attention for eye, ear nose and throat difficulties; problems of diseases; problems of mental health, etc. If you care

to send in material concerning your specific problems in these lines or comments on the topics already covered, we will be glad to receive them.

The following points are brought to notice by Mr. Norman Bragg of Rockyford, in response to the article on English.

"Among the Hutterites these consonants give difficulties, th, w, v, r, c (in some cases) d, qu, ch, z and h. The vowels giving most frequent difficulty are don't, hat, oo, five."

Readers may care to profit by the fact that Mr. Bragg and several other teachers have found the following tools worth recommending:

Language Games for All the Grades by Deming; available through the School Book Branch, priced around \$1.60. This is a teachers' reference and a set of cards containing various language difficulties, questions to answer involving the use of common phrases, etc.

Spelling and Language Lessons for Beginners in English by W. J. Sisler, B.Sc., published 1930, Macmillan, price about 85 cents.

May we hear from you next month, for this is your department.

More Notes from a Rural School

By LEE GIDNEY, Gabriola
Reprinted from *The B.C. Teacher*

I AM back in the country,—in the peace of the country where a leaf falling suddenly startles me as I walk home from school; home to a radio which constantly iterates bitter truths of bombardment, homelessness, and death. To get thus suddenly from the golden beauty of this road which the maples have blessed, to such conflict!

It's something one can't believe easily, this war. It reminds me of a newsclipping I received in a letter. A clipping showing a young man smiling, as he had smiled at me once across a dance-floor. He walked toward me, and I walked to him, and the music met us there and we danced. The clipping said a training-ship which he had been piloting had crashed in flames. He was dead.

I taught long division that day, with its subtle intricacies of carrying in multiplication and borrowing in subtraction. It had the quiet, dream reality of dancing solemnly on a tight-rope.

But the clipping was not true for me. Not then. I believe it now. As I begin to believe this war exists. But the mind likes it not. Nor the photographs of children in ditches who look to the skies with watchful eyes, not clearly, with joy, as children should.

It is not easy to turn from this to the imminence of teaching Reading to other children, who fortunately know no closer fear that that delightfully spurious variety, product of their Saturday movie.

It is not easy to get back to sanity—to where one can, listening, hear the slow halting grace of a Brahms minuet played by a string orchestra.

The irregular, shattering music of gun-fire and bombs falling—this has a more pervading reality. Photographs of this incessant interchange of missiles seem like fantastic slides showing a kind of Brownian movement under some giant microscope.

I started to write this in bitter urgency, feeling outcast from this theatre of human action. The small drama which I saw from my window—of a large apple falling among some chickens—struck my mind poignantly. This, not from any obvious similarity to a bomb falling, for here the "bomb" was the object speedily demolished. No, it was its very dissimilarity which made me think: its smallness, an apple among some chickens, its remoteness!

I wrote then: "To know that people are dying, splendidly, pitifully, in screaming agony, while one is oneself comfortably re-reading the recluse philosophy of Walden or the psychological counterpoint of de Maupassant . . ." This seemed to me such wild schizophrenia as to be mentally impracticable. I wrote: "One can dwell in but one world at a time; to gain the other the first must be dropped, but this is to tear out reality, to escape into a dangerously false placidity."

And this may be so. But I have since bethought me of the no less urgent needs of conservation.

This "new world order" which threatens us denies the certain beauties and truths which man has through long years perceived, dimly perhaps, but with a sufficient brilliance, frightening the eyes of the men of this "new world order" so that they try to put it out.

These truths and the loveliness man has garnered from the years are the spoils for which we fight. And it might be well to see that we lose them not while yet we fight.

Do you remember the story of Shangri La? And how they kept for man's future all the beauty of man's past? This is for us to do who are here away from the chaos of battle.

And be it known to all men: no mere Hitler can cause to perish from this earth loveliness and truth, and the quiet in which man's mind may see them.

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Edited by JOHN LIEBE, Ph.D., General Shop Instructor, Lethbridge

In the General Shop at Nanton leather work enjoys great popularity. Mr. Hoover writes that, during the first three months of the present school year, more than a dozen hides have been used up in addition to softer, smaller types of leather. His article is especially valuable to teachers who want to get leather work started in their shops. Mr. Hoover will be glad to answer any inquiries that might be sent to him.

LEATHER WORK

By Mr. A. E. HOOVER

LEATHER is a very easy medium to work into useful as well as ornamental articles, and one that all pupils really enjoy working with. Next to woodwork the majority of the pupils will choose leatherwork. Besides the matting and tooling of leather very pleasing results can be obtained by pressing it into various shapes, and by staining or dyeing it in various colors. I shall not enter into the last two phases of working leather as it is more difficult for the beginners to do, although the older pupils might be able to handle it quite satisfactorily.

Teachers who offer leather work may secure their leather from various sources; and there are many kinds of leather which they may have found to be quite satisfactory. I consider Russet shoulder the best all round leather for General Shop purposes. It can be worked into a variety of articles such as belts, ladies' purses, quivers, skate guards, briefcases, etc., with good results, and lends itself satisfactorily to matting and tooling. Any leather shop handles it or will order it for you. It may be procured in Calgary from Adams Leather Wholesale on 11th Avenue and will cost 50c per square foot.

One of the nice features about leather work is the small amount of equipment required. And the few tools that are required may mostly be made in the shop. A half circular leather knife is very handy, but any knife with a rounded end kept sharp and thin, will do. The rounded end is necessary to make a neat job of thinning or skidding the ends when splicing and when doing end work. A leather strip cutter is very handy, but the half round knife will do if it is used with care. If possible a piece of cottonwood should be used to

cut leather on, since the grain of cottonwood is so smooth that the knife does not slip as easily as on a board with marked grain.

Matting tools are expensive, but the simpler ones may be made from the push rods of an old car engine, cut into four inch lengths. Or you may cut the heads off old valves and use the stems. With the help of a small v-file, a half-round file, and a round file make the design on the flattened end. Other parts may be put to use, for example small, square pieces of iron, old binder roller bearings, and the small cup-shaped tops off the top of the car push rods. In fact the sources of supply for home-made tools are unlimited. If a person gets any leather goods catalogue, he will find there a great variety of designs which he can easily reproduce.

An old dentist's tool makes an ideal modelling tool: the pointed end serves as a splendid tracer while the other end, when sloped off like the curve of the end of skis, makes as good a modeller as you can buy. A tool to do edge creasing on leather can be made from a piece of hardwood, about $\frac{1}{2}$ " by $\frac{3}{4}$ " by 6". Saw a v lengthwise into the end of it, shorten the wood on one side of this v slightly, and then sharpen the shorter side. The longer edge moves along the side of the leather, while the sharpened edge rides on the leather, leaving a line near the edge of it. This makes the cut edge smoother at the same time. If this tool can be made from metal and heated before use, the result is better and more permanent. By drawing the leather along a piece of coarse canvas, held in the hand, the cut edge is further smoothed and polished. A leather punch, tubular rivetter, and some leather glue should complete the equipment. Viceroy leather cement, No. L-200, is a real cement which may be got from the Viceroy Mfg. Co., West Toronto, if not available locally. Rubber cement may also be used. In either case use the cement as you would when patching a car tire. Allow the cement to dry on both pieces of leather before putting them together. When they are in contact hammer them slightly. Le Page's wood glue will do, if the pieces are kept pressed until the glue is dry. However, wood

HAVE YOU SEEN THE "ALBERTA INDUSTRIAL ARTS MAGAZINE"?

The Executive of the "Industrial Arts Teachers of Alberta" have decided to publish a bimonthly magazine, that will serve as an organ of the association and enable the members to exchange successful ideas in the form of work sketches with text. The first issue is going out this month. If you have not received a sample copy write to the circulation manager, Mr. Neil J. Cameron of Drumheller who is also receiving subscriptions.

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Circulation Manager,
"Alberta Industrial Arts Magazine",
Drumheller, Alta.

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NAME: Mr. Mrs. Miss.....

ADDRESS.....

February, 1941

glue is less flexible than cement, and as a result, it is more likely to break loose. Some people recommend Casein glue; but since I have not tried it out so far I cannot speak for its success.

In next month's issue I shall deal with the methods of work. Today I am closing this write-up with a list of leather projects to which many other items could be added.

arrow quiver
axe sheath
bill folds
blotter corners
book covers

hat bands
key case
knife sheath
letter case
memo case

stationery racks
table runners
toilet cases
tobacco pouches
tool belts

book ends
book markers
brief case
card case
change purse
cigarette case
camera case
hanky case

auto license card case
hunting license card case
registration card case
neckerchief slides
loose leaf notebook

money belts
music case
music roll
pencil case
cushion covers
plaited belts
scissors case
shopping bags
sandals

matted belts
under arm bags
vase pads
vanity cases
waste baskets
wrist watch straps
wallets
skate guards

photo album cover
photograph frames
wrist watch straps
writing portfolios
whisk broom holder, etc.

Local News

ACADIA VALLEY

The first meeting of the Acadia Valley Sub-local was held November 23. The executive for the coming year is as follows: President, Mr. L. Ellis; Vice-President, Miss E. Opheim; Secretary-Treasurer and Press Correspondent, Miss C. Hager; Librarian, Mrs. Lewis. A committee was appointed to organize and plan the programme for the year's meetings. Mrs. Lewis offered to send for the free survey tests in Arithmetic for Grades 2 to 9. Suggestions were made for festival work. In conclusion a delightful lunch was served by Mrs. Ellis.

The January meeting was held at the home of Mrs. Lewis on January 18. The minutes of the last meeting were read and adopted. This was followed by an address by Miss Opheim on Dr. Dickie's speech. Mr. Ellis gave a report on the meeting he attended at Oyen. A very interesting talk was given by Mrs. Eby on Syria. She served the members with Turkish coffee, served in Turkish style. She also had many interesting articles to display. The meeting was adjourned. Mrs. Lewis and Mrs. Ellis served the refreshments.

ANDREW

Despite bad weather and drifted roads the January meeting was well attended. Resolutions urging the salary negotiating committee of the Lamont Local to reopen negotiations with the Divisional Board were passed. The resolutions called for restoration of the 10 per cent cut in the salary schedule, an additional increment for teachers of one-roomed rural schools, and a clause regarding the new rural high school teachers in the division. Following the meeting the members were invited to the local curling rink where many of them for the first time tried their skill with "Beason and Stane". Before leaving for home they were guests of the single teachers of the Andrew School staff at a lunch at the "Three Star Cafe". The next meeting of the Sub-local will be held on February 22 at 8 o'clock in the Andrew School. Members are reminded of the importance of this meeting. A report on negotiations for salary cut restoration will be presented and resolutions and committees for the Easter Convention will be considered.

BOW VALLEY

The regular meeting of the Bow Valley Sub-local was held on January 22 in the Strathmore High School. Mr. MacLeod, local school inspector and visitors from the Kathryn Sub-local were present. Mr. Crowther reported on the possibilities of a Health Unit in this district. He emphasized the need to educate the public to the need of such a unit. Resolutions were passed to get a statement of the Status of a Health Unit in this area and have the A.T.A. Magazine and the News Bulletin publicize the Health Unit and to publish materials relating to it frequently. Mr. Hickey continued the series of discussions on Mental Health and

took as his topic "The Mind". Mr. MacLeod had a very interesting display of books from the School Book Branch in Edmonton. The teachers spent as much time as was left looking over these books. The next meeting will be held at the Berta Vale School on February 18.

CAMROSE

A meeting of the Camrose Local took place in the John Russel School on January 18. Mr. A. A. Aldridge, who is the Geographic Representative for Central Alberta and the chairman of the Salary Schedule Committee, gave a very interesting and informative report on the new salary schedule. It was quite evident that the members of the Local were very well satisfied with the efforts of the present Salary Schedule Committee as well as those of the previous committees. The teachers of the Camrose School Division are fortunate to have such a splendid schedule. The remainder of the time was spent in discussing the slate of officers to be elected to the Central Executive in the near future, and the resolutions to be sent to the annual business meeting at Easter. The resolutions brought forward dealt with such things as Hospitalization for teachers, Salary Schedules, Summer School Sessions, etc. The Councillors were asked to report back to their respective Sub-locals and to bring before them the suggested resolutions. It was decided to hold the next Local meeting on February 22nd for the purpose of considering the resolutions sent in by the various Sub-locals.

CLOVER BAR

Meeting of the Clover Bar Sub-local was held in the Masonic Temple on January 11. Mr. Hey was guest speaker and gave a very interesting address on Democracy. Following this, the teachers held a discussion on Democratic ideals.

COLINTON

A meeting of the Colinton Sub-local was held on January 11 at the home of Miss Hurtubise and Miss Heinrich in Perryvale. A new executive was elected: President, Miss Scott; Vice-President, Mr. Roxburgh; Secretary-treasurer, Miss A. Walli; Press Correspondent, V. Weir. It was decided to discuss the new Report Cards at the next meeting. It was also decided to invite Mr. Sparby, superintendent of Athabasca division to address the teachers at a future meeting. A delicious lunch was served at the close of the meeting by Miss Hurtubise and Miss Heinrich.

CONSORT

The monthly meeting of the Consort Sub-local was held on January 11, at the home of Mr. Taylor. The minutes were read and adopted. The festival was discussed and songs and recitations were decided on. It was decided that masses of songs and recitations be hektographed, that certificates be given, that the festival be held on the first Wednesday in May, and that the secretary of the festival committee write about adjutments. A motion was made that we ask the local executive to nominate Mr. Aldridge for district representative, and Mr. J. A. Smith for president of the central executive. At the next meeting, a sports' day for the end of June will be discussed.

DERWENT

An Annual Meeting of the teachers of the Derwent Sub-local was held on October 5 in Angle Lake School. Mr. J. Voloshin, our vice-president opened the meeting. Mr. S. N. Ruzicki, the secretary and press correspondent read the minutes of the previous meeting which were adopted as read. Then the secretary presented the financial statement which was also adopted. Mr. J. Malnyk, our temporary School Fair secretary presented the financial statement of the Derwent School Fair which was held at Derwent on September 25, 1940. It was

adopted as presented. Then School Fair work was discussed. It gives me great pleasure to state that the teachers of the above-mentioned Sub-local have put in their best effort and sacrificed their best abilities in making the 1940 School Fair a very important and successful event. Our 1939 School Fair was also successful, but in the latter one we had 400 more exhibits. In general, the exhibits were better than those of the previous year. Then business pertaining to the Moving Picture Projector was transacted. The teachers agreed unanimously to purchase two more batteries so that the Projector could be used while the first set is being charged. Finally the election opened. The slate for 1940-41 is as follows: President, Mr. J. Voloshin; Vice-President, Miss Fodchuk; Secretary-Treasurer and Press Correspondent, S. N. Ruzicki; Representative of the Sub-local to the District Association of A.T.A., Mr. J. Malnyk; Festival Representative, Miss Svarich. The teachers also decided unanimously to follow the same policy of holding meetings as they have followed the previous year—that is holding meetings alternately at Derwent and Angle Lake School. When all business was transacted, Mr. W. Topalinski moved and Mr. Allan Rostron seconded that the meeting be adjourned.

EGREMONT

The Egremont Sub-local held their December meeting at the home of Mrs. Yackamie. A lively discussion about rural school problems was carried on. There was also an exchange of ideas about the new report cards. At the close of the meeting a delightful lunch was served by Mrs. Yackamie and Miss Kucher.

On January 16th the teachers of the Egremont Sub-local met at the home of Mr. Anglin. A short business meeting was held and then the teachers gathered in groups for discussions. Ideas of seat work were exchanged by junior room teachers. High school teachers decided it would be profitable to exchange tests. Lunch was served by Mrs. Anglin. The next meeting is to be at the home of Mr. Sherbanik.

EVANSBURGH-WILDWOOD

A reorganization meeting of the Evansburgh-Wildwood local was held in the Evansburgh school September 28 and the following officers were elected: Mr. Stonehocker, president; Mr. Pilkington, vice-president; Miss McPhee, secretary. A programme committee was formed consisting of Mrs. Helixon and Mrs. Bremenstall.

A regular meeting of the Evansburgh-Wildwood Sub-local was held at the home of Mr. and Mrs. Roger Johnson in Wildwood on January 18. Owing to the fact that the President was absent due to sickness, a chairman was elected from the members present. The first matter to be discussed was the travelling library. The consensus of opinion was that the books were not being circulated promptly enough. Also the teachers would like to see more Division III reference books. The meeting then decided to ask Mr. Rees if he would attend the next regular meeting and give his views concerning the advisability of holding a central track meet. The meeting was divided on this issue and thought that Mr. Rees' views

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on the matter would be very helpful. Each teacher was asked to bring a classroom problem to the next meeting for discussion. After the meeting was adjourned a delicious lunch was served by Mrs. R. Johnson.

FAUST-KINUSO

The December meeting of the Faust-Kinuso Sub-local was held at Faust. The members received instructions from our delegate, on giving the Provincial survey test in Arithmetic. After minor discussion the members attended a tea

at the hotel, guests of Miss M. MacArthur and Miss Ethel Akins.

The January meeting was held at Kinuso on the 11th. The members discussed results of the Provincial survey test in Arithmetic, given in December. The main discussion, led by Miss MacArthur, consisted of opinions on the Integrated Programme. Miss Hutchison served lunch.

GRANDE PRAIRIE

Mr. H. C. Melness gave the second of his radio talks on the Supervision of Arithmetic. A lively discussion of Arithmetic topics followed. Mr. Freebury gave an interesting talk on Handwriting. This was followed by practice in Speech Inflection led by Mr. J. M. Tracy. After discussion of two resolutions for the Annual General Meeting, the meeting adjourned.

LOUGHEED-SEDGEWICK

The Lougheed-Sedgewick Sub-local held its regular meeting in the Lougheed School on January 11th. A considerable amount of time was devoted to discussion of resolutions to be sent to the Annual General Meeting in April. The Divisional News Sheet was also discussed and suggestions made as to possible articles for publications. Music Festival discussions were tabled until the February meeting when it is hoped representatives from Sedgewick and Killam will be present. Arithmetic tests were distributed among the teachers present. The members of the Lougheed staff once again served a most delightful lunch.

MACLEOD

The Macleod Sub-local held their reorganization meeting in the teachers' room of the Macleod school on January 18. The following officers were elected for 1941: President, Miss J. Putman; Vice-President, Miss J. Porter; Secretary-Treasurer, Miss B. Fraser; Press Correspondent, Miss M. Thompson. A short discussion on the coming festival followed.

MORNINGSIDE

A meeting of the Morningside Sub-local was held in Lacombe on January 11 at the home of Miss Kae Craigen. The eleven teachers who are purchasing the projector were present. Expenses in connection with the projector were fully discussed. The circuit, which the projector would follow, the number of days that each teacher would have it, and the dates were decided upon. Mr. Brown, from the Department of Extension, brought the projector, and demonstrated how to operate it. After the meeting Miss Craigen served a delicious lunch, which everyone enjoyed.

OLDS

The following suggestion comes from the Olds Local:

ARE YOU SATISFIED WITH WHAT YOU ARE GETTING AT SUMMER SCHOOL?

A great many teachers in the province are not satisfied.

What is your reaction?

During the past few years there has been much cussing and discussing of the Alberta Summer Schools. The courses of study, the approach, methods and teachers have had a complete overhaul, but obviously the Summer School organization has not kept pace.

The Olds Local under pressure from the Sub-locals are asking that the whole question be opened up for discussion and comment by the teachers of the province.

The following topics for discussion are suggested:

- Organization.
- Sale and Supply of text books.
- Efficiency of Instructors.
- Length and size of classes.
- Scope of material covered.
- Value to teachers.

May we suggest that these topics be brought up for open discussion at your Sub-local meetings, also comments are invited through the A.T.A. Magazine. Resolutions should be drafted and presented through the Locals for the Annual General Meeting in the spring. The set-up can be materially improved if the teachers demand it.

PINCHER CREEK

The Pincher Creek Local met at a banquet in the King Edward Hotel on November 30th for the purpose of reorganizing. The visitors from the Crow's Nest Pass included Mr. White, district representative of the Alberta Teachers Association for South-Western Alberta, Mr. MacPherson and Mr. MacDonald. A report was heard from Mr. E. W. Evans on the work of the Salary Committee. In an address by Mr. White, the necessity for organization in our Local was stressed. The election of the executive for the coming year was as follows: President, Miss Marguerite Link; Vice-President, Mr. Edwin Theriault; Secretary-Treasurer, Miss Dorothy Thorson; Press Correspondent, Miss

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Jean Ryan; Secretary of Salary Schedule Committee, Mr. E. W. Evans. The Salary Schedule Committee will have Mr. S. Richards, Miss Phyllis Porter and Miss Grant as members. Mr. G. C. Miller agreed to act as auditor. The work was completed with the election of representatives for the Edmonton convention. Mr. MacDonald and Mr. MacPherson gave short addresses of greeting. The meeting was brought to a close with the singing of "God Save the King".

REDWATER-OPAL

Redwater-Opal Sub-local held its January meeting at the Eastgate School on January 15. A good majority of the members attended the meeting. The major portion of the meeting was devoted to a discussion concerning the Silent Reading for the pupils in the Sturgeon Division. The main purpose of these silent reading tests, now under preparation, is to determine the norm in silent reading for the pupils of Divisions II and III in the Sturgeon Division. After the meeting Mrs. C. Sherbaniuk served a very delicious lunch which was thoroughly enjoyed by all.

SPIRIT RIVER-RYCROFT

The regular meeting of the Spirit River-Rycroft Sub-local was held in Rycroft teacherage on January 18 at 8 p.m. The organization of the new large unit in this area was discussed. The meeting decided to urge our Local Executive to nominate Mr. Melness of Grande Prairie to continue as Northern Representative. New forms of visual education were discussed. Miss V. Keene was asked to report at the next meeting on the extent to which radio can be effectively used in the schools of this area. A tasty lunch was served by the Rycroft teachers, the Misses Beatty and Duncan. The Sub-local accepted the invitation of Mrs. St. Jeanne to meet on the third Saturday of February at her home at Esher, if the roads are still open.

STAVELY

On January 18, the Stavely Sub-local had their first meeting of the new year at the home of Miss M. Scott. Although all members were not present an interesting discussion on Festival work took place. It was decided to discuss the Integrated Programme at the next meeting. A delicious lunch served by Miss Mildred Scott and Miss Marguerite Whitney brought the afternoon to a close.

STETTLE-ERSKINE

The regular monthly meeting of the combined Stettler-Erskine Sub-locals was held in Stettler High School on January 11. Mr. F. Ennis called the meeting to order. The Music Festival issue was discussed, and a teacher-representative, Mr. M. Brimacombe, was appointed to seek a clarification. A review on phonetics was concluded by Mr. T. Fletcher.

STONY PLAIN-SPRUCE GROVE

The January meeting was held on the 9th in the Stony Plain High School with the president,

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Miss Bradley, presiding. The first part of the evening was given to business. Mrs. G. Carmichael, Councillor presented a report of the last Local meeting, the greater portion of which had to do with the Salary Schedule for High School teachers in the division, which is to be presented to the Divisional board at their next meeting in February. This schedule was examined and discussed. Business concluded, the Spruce Grove teachers, who were looking after the social part of the evening, held a Quiz contest which all enjoyed. The February meeting will be held in Spruce Grove at the home of Mr. and Mrs. Glen Carmichael.

SUNDRE

The Sundre Sub-local met on December 7th at the W. I. Hall at 7 p.m. and a schedule for the new circulating Music Appreciation records was arranged. Mr. J. Weir, the president, who was in the chair, was given authority to keep these new records in use. The Olds Festival committee's endeavor to alleviate rush by a two-day festival was endorsed. The general principles of the new report cards were approved but some personal marks were thought to have bad effects upon the child. Term returns were discussed and some resolutions were forwarded to the Olds Local executive. Messrs. Bailey and Davidson were hosts and served coffee and luncheon.

The Sundre Sub-local met on January 10th in the W. I. Hall. Mr. Parker reviewed some of the criticisms from the last Festival, and this was followed by general discussions, and resolutions were sent to those in charge. Plans for the local Track Meet to be held this spring were outlined. Summer School, the courses and accommodations were discussed. There was an exchange of helpful and interesting material among those present. At the close, Miss Jackson and Miss Gastle were hostesses and served a delicious lunch.

SUNNYSLOPE

The Sunnyslope Sub-local held its organization meeting for the year 1940-41 in the Sunnyslope School on November 15. Miss Lockie was elected president; Miss H. M. Brown, Secretary; Mr. L. Neville, Vice-President; Mr. C. White, District Representative; Mr. E. Gutteridge, Press Correspondent. It was decided to hold the meetings on the first Saturday of each month.

The second meeting took place at Wimborne on December 7. Two very interesting talks were given; one by Mr. C. White on "The Setup of the A.T.A. in Alberta", the other by Mr. L. Neville on "Art in the High Schools". After the meeting, lunch was served by Mrs. Neville at their home.

TABER-BARNWELL

The Taber-Barnwell Sub-local meeting was held at the Central School in Taber on January 15. Following an election Mr. H. Patton was named the Representative on the Executive of the Lethbridge Convention. The discussion which followed dealt with the changes made in the High School Curriculum. Miss Bortha Newton, B.Sc. in Education gave an interesting account of her experiences at the University of Southern California. Her topic was "Higher Education for Public School Teachers". The entertainment was provided by Mr. Olsen who sang several Operatic and choice English selections. Doughnuts and cocoa were served by Miss R. Harding and Mr. E. Elford.

TOMAHAWK

Tomahawk Sub-local held its first meeting of the year in the Tomahawk High School. Plans were discussed for a dance to raise funds to send to the Red Cross. February 14th was chosen as the date. Mr. Overbo was delegated to represent us at the Track Meet Committee meeting. It was decided to write for information about starting a Youth Health and Rec-

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reation Movement in the district. Lunch was served by Mrs. McGinn and Miss MacDonald.

VERMILION

On December 7th the reorganization meeting of the Vermilion Sub-local was held in the Elks' Hall, Vermilion. The following officers were elected: President, Mr. Harper; Vice-President, Mr. Shaw; Secretary-Treasurer, Miss Noonan; Executive Councillor, Mr. Bussard; Press Correspondent, Miss Knapp. An enthusiastic discussion concerning plans for the year followed.

The members of the Vermilion Sub-local met on January 17 at the Elks' Hall. An exceptionally large number of Sub-local teachers were present. We were also favored by the presence of some of the members of the Provincial and Local executives who were also holding a meeting in Vermilion that day. The main feature of the meeting was a very interesting address given by Mr. C. Lavery, our Supervisor, on "Present Day Trends in Education". A round-table discussion followed. It was decided that at the next meeting, which will be on February 15, we will have a discussion led by Miss Knapp on Supervised Study. All teachers are asked to bring samples and ideas for network that will be especially useful for the rural teachers. An enjoyable lunch closed the meeting.

VIMY

The regular monthly meeting of the Vimy Sub-local was held at the home of Miss Germaine Fortier on January 14. The members of the local were much enthused and very delighted to have Mr. R. J. Scott, Superintendent of the Sturgeon School Division present at their meeting. The business section of the meeting was largely devoted to the financial affairs pertaining to the motion picture machine. Also initial plans were formed for the next social function which will be a Valentine Dance to be held at Vimy. After the adjournment of the meeting a most delicious lunch was served by Miss Fortier.

WINTERBURN

The Winterburn Sub-local held its regular meeting on December 14 in the Imperial Bank Building. A discussion on Enterprise work was postponed until the January meeting. The Christmas Concert was discussed. Further contributions during January by each teacher toward the Christmas Concert programme folder was decided upon. A social evening was discussed for February.

The regular meeting of the Winterburn Sub-local was held January 11 in the Imperial Bank Building. Mr. Shaul kindly explained the proposed group insurance plan. Mr. T. Baker told the group of his plan for hospitalization for the teachers. Miss J. Warr outlined the plans for the forthcoming Musical Festival. Miss E. Ure led a very interesting discussion regarding "Difficulties Encountered during the Enterprise." It was decided to have the Musical Festival as the topic of discussion at the next meeting. A social evening was suggested for March.

WEST STARLAND

The West Starland Sub-local met in Rowley on Jan. 14. During the business meeting our councillor, Mr. F. Barber reported on the meetings which he had attended in Drumheller. We discussed the changes being made in conventions, and the meeting expressed its accord with the present trend. Then followed a discussion on salary schedules. After the adjournment of the business section of our meeting Rev. Driver of Rowley delivered an interesting address. His talk dealt with psychology, particularly the analysis of character. At the conclusion of his remarks those present were given charts wherein each was permitted to make a character self-analysis. Interesting results were obtained. Several visitors were present, among them Mr. A. Bagley, divisional trustee.

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FACULTY OF ARTS AND SCIENCE

COLLEGE OF EDUCATION

SCHOOL OF GRADUATE STUDIES

JULY 2 : AUGUST 13, 1941

The following courses will be given at the University Summer Session of 1941:

8 o'clock Group

Ancient History 52
Chemistry 40
Education 56
English 2

English 66
Geology 1
History 4
Psychology 59

10 o'clock Group

Chemistry 1
Education 101
French 2
History 65

Mathematics 42, 52
Philosophy 54, 104
Physics 10
Political Economy 1

1 o'clock Group

Education 54
French 57-60
German 1
Latin 1
Physics 50

Chemistry 1, laboratory
Chemistry 40, laboratory
Geology 1, laboratory
Physics 10, laboratory
Psychology 59, laboratory

3 o'clock Group

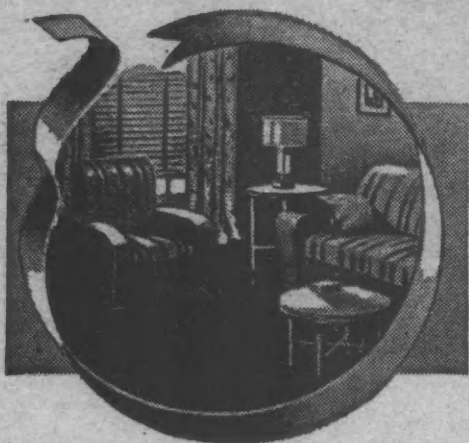
Christian Apologetics
Education 60
German 54
Mathematics 40

Political Economy 68
Chemistry 1, laboratory
Chemistry 40, laboratory
Geology 1, laboratory
Psychology 59, laboratory

The courses have been listed by time-table groups in order to facilitate early registration. The laboratory courses in Chemistry, Geology and Psychology cover all of the one o'clock period and half of the three o'clock period. In certain special circumstances it may be possible to secure registration in the combination Psychology 59 and Education 60.

Complete information will be found in the University Summer Session Announcement, which may be obtained from the Registrar of the University of Alberta.

E. W. SHELDON,
Director, University Summer Session.



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